



Policy Roundtable for Child Care
July 14, 2010 - Bastille Day
Annual Retreat
9:00 a.m. – 3:30 p.m.
Eaton Canyon Nature Center
1750 North Altadena Drive, Pasadena



Proposed Meeting Agenda

- 9:00 Coffee and Conversation
- 9:30 **1. Welcome and Introductions** **Terri Chew Nishimura**
Bonjour! **Chair**
- a. Comments from the Chair
- b. Review of May and June 2010 Minutes **Action Item**
- c. Nominating Committee Report **Connie Russell**
Democracy in Action **Carolyn Naylor**
- o Presentation of Slate and Vote **Action Item**
- o Comments from the Officers
- 10:00 **2. Assessing the Impact of the Child Care Policy Framework** **Jacquelyn McCroskey**
Promoting Liberty, Equality and Fraternity for All
- a. Linking families to services **Michael Gray**
Sarah Younglove
Ruth Yoon
- b. Responding to family crises **Charlotte Lee**
- c. Professional development in support of a new practice model **Dave Mitchell**
- o Mental health needs of young children & their families **Sam Chan**
- d. Discussion
- 11:20 **BREAK**
- 11:30 **3. Strengthening Families through Early Care and Education**
Now that's revolutionary!
- a. An Overview of the Strengthening Families Approach **Karen Blakeney**
First 5 LA
- b. Children and Families Well-Being
Enrich lives through integrated, cost-effective and client-centered supportive services.
- o Chief Executive Office **Kathy House**
- o Department of Children and Family Services **Maryam Fatemi**
- o Department of Public Social Services **Jacob Aguilar**

c. **Health and Mental Health**

Improve health and mental health outcomes and efficient use of scarce resources, by promoting proven service models and prevention principles that are population-based, client-centered and family-focused.

- o Department of Mental Health

Olivia Celis

d. **Public Safety**

Ensure that the committed efforts of the public safety partners continue to maintain and improve the safety and security of the people of Los Angeles County.

- o Probation Department

Dave Mitchell

12:30 **4. Lunch - Let Them Eat Cake!**

1:15 **5. Addressing Access, Continuity and Quality of Early Care and Education**

Let's Declare of the Rights of Children!

- a. Los Angeles Unified School District – Early Education Centers

Whit Hayslip

- b. Head Start

Sarah Younglove

- c. Subsidized Child Care

Duane Dennis

1:45 **6. Next Steps for STEP**

Mais oui!

- Findings, Funding and the Future

Helen Chavez

Office of Child Care

Sandy Hong

Center for Improving
Child Care Quality
UCLA

3:15 **7. Announcements and Public Comment**

"I have seen all, I have heard all, I have forgotten all."

- a. Public Comments

Members & Guests

- b. Early Learning Advisory Committee

Adam Sonenshein
Sarah Younglove

- c. First 5 LA – Communities for Place Based Services

Duane Dennis

3:25 **8. Closing Thoughts and Call to Adjourn**

The last execution by guillotine took place on 9/10/1977 in Marseille.

Terri Nishimura

Mission Statement

The mission of the Policy Roundtable for Child Care is to serve as the official County body on all matters relating to child care, working in collaboration with the Child Care Planning Committee and the Children's Planning Council, to build and strengthen the child care system and infrastructure in the County by providing policy recommendations to the Board.



Policy Roundtable for Child Care

222 South Hill Street, Fifth Floor, Los Angeles, CA 90012

Phone: (213) 974-4103 • Fax: (213) 217-5106 • www.childcare.lacounty.gov

MEETING MINUTES

May 12, 2010

10:00 a.m. – noon

Kenneth Hahn Hall of Administration

500 West Temple Avenue, Conference Room 743

Los Angeles, California 90012

1. WELCOME AND INTRODUCTIONS

Ms. Terri Chew Nishimura, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:05 a.m. Members and guests introduced themselves. During introductions, Ms. Sarah Younglove was acknowledged for her appointment by the Governor to the new State Advisory Council on Early Childhood Education and Care. Ms. Younglove will represent Head Start. Mr. Whit Hayslip announced that on May 11, 2010 the Los Angeles Unified School Board approved their contract with the Steps to Excellence Project (STEP).

a. Comments from the Chair

Ms. Nishimura announced that the Roundtable's annual all-day retreat is scheduled for Wednesday, July 14, 2010. Board Deputies have been notified of the date and received invitations to attend. Ms. Nishimura encouraged members serving as Board appointees to contact their Supervisor's Deputy to invite them to attend.

b. Review of Minutes

Ms. Nishimura noted that the minutes for the last three meetings had not been reviewed. There being no corrections, members considered the minutes in one motion.

• February 10, 2010, March 10, 2010 and April 14, 2010

Ms. Younglove made a motion to approve the minutes. Ms. Carolyn Naylor seconded the motion. The minutes were approved on a unanimous vote.

c. Call for Nominating Committee

As in the past, the Nominating Committee tackles its assignment between the May and June meetings, announces the slate in June, and the vote is conducted in July. Ms. Nishimura stated that this Committee is generally able to complete its work using conference calls and emails. Ms. Arlene Rhine, Ms. Connie Russell and Ms. Naylor volunteered to serve on the Committee in response to Ms. Nishimura's request for volunteers. It was noted that Ms. Nishimura and Ms. Ruth Yoon are available for another year to serve as Chair and Co-chair, respectively.

d. Committee Reports

• County Departments/Child Development

Dr. Jacquelyn McCroskey reported on behalf of the Committee which met on March 15, 2010. Ms. Charlotte Lee and Mr. Michael Gray provided updates on key issues and progress in their departments, and were informed by Ms. Michele Sartell's presentation at the last Roundtable meeting on training for Probation Department staff. This led to a discussion on the underlying philosophy, as well as recognition that more information needs to reach the Roundtable members to better position the integration of efforts across County Departments.

Expansion of Committee Membership

Invitations to join the Committee are being extended to representatives from Probation and the Department of Mental Health (DMH). Dr. McCroskey solicited a recommendation from DMH and passed the information to Ms. Kathy Malaske-Samu. Ms. Olivia Celis, Deputy Director for Specialized Foster Care at DMH suggested Mr. Sam Chan as the most appropriate member for the Committee. If possible Ms. Celis would also like to participate. Ms. Terry Ogawa also has been asked to join the Committee, both in her own right and as a representative of the Los Angeles County Education Foundation.

Follow Up with Department of Children and Family Services (DCFS)

On March 29, 2010, Mr. Gray, Ms. Jennifer Hottenroth, Ms. Malaske-Samu, Ms. Sartell, and Dr. McCroskey met with the DCFS training staff to pursue the possibility of enhanced training for their workers. Speaking for the group, Dr. McCroskey relayed that there was a feeling that the Roundtable can help DCFS, but the task is more complex than just requesting "enhanced training". The Committee will need to meet soon to develop an operational vision for how enhanced child care would work and be resourced. This meeting also led to the conclusion that the retreat would be a good time to bring the entire Roundtable along both with the operational issues and the philosophical discussion.

Proposed Retreat Focus and Planning

The Committee has recommended that the July retreat focus on progress in County Departments. The group should probably meet one more time to help shape the agenda for the July retreat and discuss the next iteration for moving forward on implementation of the policy framework. Dr. McCroskey acknowledged the exciting work already underway at DCFS in terms connecting families with early childhood education.

Thus far, retreat invitations have been extended to:

- Kathy House, Interim Deputy, Chief Executive Office (CEO), Children and Families Well-being Cluster (participation confirmed)
- Ms. Maryam Fatemi and Ms. Norma Doctor Sparks (awaiting response)
- Mr. Phil Ansell, Department of Public Social Services (DPSS) (regrets, will be on sabbatical)
- Ms. Olivia Celis, DMH (awaiting response)
- Mr. Dave Mitchell, Probation (awaiting response)
- | <u>Board Deputies</u> | <u>Children's</u> | <u>Education</u> |
|-----------------------|----------------------|--------------------|
| o First District | Martha Molina Aviles | same |
| o Second District | Sylvia Drew Ivie | same |
| o Third District | Lisa Mandel | Vivian Rescalvo |
| o Fourth District | Nick Ippolito | Gail Tierney |
| o Fifth District | Helen Berberian | Rita Hadjmanoukian |

Ms. Malaske-Samu added that she was reassured when Ms. House responded so quickly and enthusiastically to the invitation to attend the retreat. Ms. Malaske-Samu truly believes that Ms. House will be helpful to the Roundtable's efforts and will advocate at her level on behalf of child care and development. She is open to ideas and making things happen. Dr. McCroskey added that the focus is not exclusively with County Departments, but also with other key child care and development groups. She is interested in highlighting County Department activities and how those activities relate to the overall direction of the field. Ms. Younglove reported that she recently attended a PTA (Parent Teacher Association) conference and spoke to efforts underway to integrate Head Start and child care and development with child welfare and probation. Among the participants at the conference was Ms. Carmen Nazario, the Assistant Secretary for the Administration for Children and Families (ACF), who is very interested the intersect between early childhood education and child welfare and probation. She has been asked to be kept in loop and requested something in writing. She also was contacted by a friend of Mr. Steve Sturm's (DCFS) who heard about this work; she and Ms. Younglove will meet when they both attend an upcoming research conference. Dr. McCroskey suggested a two to three page summary of activities be drafted.

- **Steps to Excellence Project (STEP) Promotion**

Ms. Arlene Rhine reported on behalf of the STEP Promotion Committee as follows:

Informing County Workforce

Planning is underway to disseminate information about STEP to the 90,000 plus persons working for the County. The display in the lobby of the Hall of Administration during Week of the Young Child was one such effort. Staff will be preparing an article for the County Digest and a presentation for Roundtable members to use with County bodies including:

- Education Coordinating Council
- Commission for Children and Youth
- Women's Commission

Ms. Rhine suggested other possible uses could include presentations at community schools and districts and their PTAs located in the pilot communities.

Public Information Campaign in Pilot Communities

STEP staff are working with the Board offices and CEO Public Information to prepare messaging strategies targeted to the pilot communities. The child care coordinators in these same communities – Pasadena, Santa Monica, Long Beach – will be enlisted to help guide efforts.

2. POLICY FRAMEWORK OBJECTIVE

Mobilize County Departments and stakeholders to incorporate access to high quality child care and development services into services aimed at 1) preventing child abuse and neglect; 2) supporting family self sufficiency; and 3) promoting school and life success.

Ms. Sartell referred members to the PowerPoint presentation, which summarizes two implementation efforts to date consistent with the above-referenced Policy Framework objective.

a. Strengthening Families Conference and Follow-up

On March 19, 2010, the Office of Child Care with partners First 5 LA and the Center for the Study of Social Policy hosted the event, Strengthening Families through Early Care and Education. The purpose of the event was to foster links between early care and education programs, community-based organizations, and child welfare departments to build protective factors in families at risk for child abuse and neglect. Invitations were targeted to STEP participants, First 5 LA Partnerships for Families lead agency representatives and their network partners, DCFS leaders, Probation Department partners, the County Employee Child Care and Development Centers, Department of Mental Health staff, and more; 129 individuals attended.

Ms. Jean McIntosh of the Center for the Study of Social Policy presented an overview of the Strengthening Families Approach to child abuse and neglect prevention and challenged participants to change their way of thinking and doing business as they work with children and families. The program was then turned over to Ms. Jane Zink and Ms. Maureen Durning from the Idaho AEYC (Association for the Education of Young Children), which oversees their state's quality rating and improvement system (QRIS). Ms. Malaske-Samu added that they have integrated the Strengthening Families Approach into their QRIS. Ms. Sartell showed a few slides from their presentation to demonstrate their paradigm shift and integration of the approach.

Ms. Sartell summarized next steps to continuing building partnerships across systems and to infuse the approach throughout early care and education, key County Departments, and other large systems. Mr. Dennis noted the absence of the DPSS given the large number of children and families they serve and the likelihood that they may intersect with other service sectors. Ms. Malaske-Samu relayed that Ms. House had made the same point in the planning. Ms. Malaske-Samu added that First 5 LA was the driver, coming initially from a child welfare perspective, then adding on early care and education. Dr. McCroskey suggested working with DPSS to learn what would help to include them in the planning and how could these efforts be useful. One place to start might be the work that the Los Angeles County Office of Education (LACOE) Head Start is doing with the DPSS Homeless Coordinator. Ms. Charlotte Lee replied that she has been taking notes and is interested in seeing how they can participate.

b. Joint Training of Probation Field Staff

Ms. Sartell continued by providing an update on the trainings being offered to all of the Deputy Probation Officers (DPOs) serving juveniles. The trainings are conducted through a joint partnership of LACOE Head Start and the Office of Child Care and are intended to help support the Probation Departments move to a family engagement approach that identifies family needs and helps connect them with resources. To that end, the trainings are designed to introduce the benefits of high quality early care and education that includes an introduction to the Strengthening Families Approach and healthy brain development and provides staff with the resources to begin helping families navigate the child care and development system.

Since February, six eight-hour training sessions have been conducted and additional sessions are scheduled through the end of May. Approximately 30 DPOs attend each training session held at East Los Angeles College in Rosemead. LACOE brings lots of expertise to the training by engaging participants in small group exercises to help reinforce their learning. Ms. Sartell noted that the population of DPOs is diverse in that some only see the youth and some have very limited contact with any one youth on a regular basis, so making the information relevant is a challenge. Ms. Younglove reported that discussions with her staff have been around next steps to help move from introducing the concepts to actually integrating it into the DPOs daily work. Other members and guests offered their thoughts, including soliciting feedback from the training participants on the usefulness of the information, reconvening a meeting with the

Probation partners to discuss next steps, and possibly bringing together a group of participants to reflect on what they learned, how they may (or may not) be using the information from the training, and what else they think they need. There seemed to be some consensus among members and guests, however, that the seeds have been planted. Ms. Sartell concluded by reporting that Probation is exploring a method to register eligible families on the Los Angeles Centralized Eligibility List (LACEL) with a case management approach to facilitate families enrollment when they are called.

3. POLICY FRAMEWORK OBJECTIVE

Identify opportunities for Los Angeles County to promote collaboration among service providers and advocates on behalf of needed legislative or regulatory changes.

Ms. Nishimura asked Mr. Adam Sonenshein to present key legislation for the Roundtable's consideration.

a. Consideration of State Legislation

Mr. Sonenshein referred members and guests to their meeting packets for copies of analyses on two state bills and two federal budget items with recommended pursuits of position for consideration by the Roundtable members.

- **AB 2592 (Buchanan): Quality Rating Scale**

This bill would institutionalize the idea of a quality rating scale (QRS) per the recommendations of the California Early Learning Quality Improvement System Advisory Committee (CAEL QIS). Mr. Sonenshein explained that the bill intentionally does not contain the details of the QRS, rather outlines broadly criteria to include. The bill would also establish the role of the new State Advisory Council on Early Childhood Education and Care to conduct annual reviews and develop recommendations for improvements. Mr. Sonenshein relayed that the Joint Committee on Legislation suggests that the Roundtable recommend to the Board of Supervisors a position of support on AB 2592.

There was some discussion among members and guests to the fiscal implications of the bill and whether a cost analysis has been conducted. Others noted that passage of this bill would help the State meet eligibility for federal funds if and when those funds would become available. Without the development of a quality rating scale in statute, California could be ineligible to apply for funds. The upshot of the discussion led to language that needs to be incorporated into the analysis as follows:

- The Roundtable and Planning Committee are cognizant of the current fiscal climate; this bill does not address the costs of a system and how it will be financed
- The bill is critical to ensuring that California is eligible to apply for federal funds to develop and implement a quality rating and improvement system if and when those funds become available
- As stakeholders, the Roundtable and Planning Committee have been contributing to the program design of the QRIS undertaken by the CAEL QIS Advisory Committee
- Discuss STEP in the body of the bill analysis, not the paragraph that actually recommends the position. Mention that STEP is a three-year pilot, thus the importance of a statewide system that would sustain the efforts begun at the local level.

Mr. Dennis made a motion to send to the Board of Supervisors a recommendation that they pursue a position of support on AB 2592 (Buchanan); Ms. Rhine seconded the motion. The motion passed unanimously.

SB 1126 (Liu): Higher Education Transfer of Credits for Early Childhood Education

Mr. Sonenshein briefly summarized the bill as outlined in the analysis included in the members and guests meeting packets. SB 1126, if passed, would help facilitate the articulation of coursework completed by students in child development and early childhood transferring from the community college to a four year college, i.e. a California State University (CSU) or University of California (UC). The purpose of the bill is to reduce the barriers students face when transferring units earned at the community college to the four year institution as they pursue their baccalaureate degrees. The bill would also require a report on the feasibility of attaining a baccalaureate degree in child development, early education, or a related major at a community college in collaboration with a CSU or UC.

A question was raised on the latter part of the bill regarding achieving a four-year degree at a community college. Ms. Reynolds stated that over the past five years she has participated in conversations about students' efforts to earn Bachelor of Arts degrees. This bill would remove the barriers that currently exist around transferring units between the community colleges and the four-year institutions. She stated that there is confusion and a lack of communication that often results in students being ill-advised as to what classes will transfer and counted, resulting in students enrolling in classes that cover the same content covered at the community college and extending the time it takes for them to earn their degree. The primary intent of this bill is to reduce those barriers and support students working towards degrees.

Ms. Reynolds made a motion to send to the Board of Supervisors a recommendation that they pursue a position of support on SB 1126 (Liu); Ms. Rhine seconded the motion. The motion passed unanimously.

- **AB 2705 (Hall): Physical Activity for School Age Children**

Ms. Nishimura asked Ms. Mika Yamamoto to address this bill supported by the County Department of Parks and Recreation. Ms. Yamamoto explained that AB 2705 would promote physical activity among children in grades kindergarten through ninth by adding at least 30 minutes of moderate to vigorous physical activity as an element in the Afterschool Education and Safety (ASES) Program. Ms. Yamamoto added that the Department of Parks and Recreation is interested in the flexibility of joint use agreements involving school districts and is tracking SB 1210 (Florez), which would impose a tax on beverages in which sweeteners have been added. Ms. Kate Sachnoff mentioned that First 5 LA also interested in SB 1210.

b. Consideration of Federal Budget Items

Mr. Sonenshein referred members and guests to their meeting packets for the handout outlining President Obama's Fiscal Year 2011 federal budget recommendations for child care and development services. The President proposes increasing funding for both the Child Care and Development Block Grant (CCDBG) and Early Head Start/Head Start.

- **Reauthorization of Child Care and Development Block Grant**

The budget proposes a \$1.6 billion permanent increase to CCDBG. It was noted that the CCDBG funds are critically important to the child care and development infrastructure in

California, providing for subsidized services for working families through the California Department of Education-contracted programs. In addition, a portion of the funds are allocated specifically for quality activities.

- **Increase Funding for Early Head Start/Head Start**

The President proposes increasing Early Head Start/Head Start by \$989 million. The increase to Early Head Start/Head Start would maintain the expansion under the American Recovery and Reinvestment Act (ARRA).

Mr. Dennis made a motion to send to the Board of Supervisors a recommendation that they pursue a position of support for increasing funds to the CCDBG and Early Head Start and Head Start Programs. Ms. Connie Russell seconded the motion. The motion passed unanimously.

c. What's Ahead

- **Governor's May Revise (due for release: May 14th)**

Mr. Sonenshein relayed that the State continues to face a budget gap of nearly \$20 billion, so "terrible cuts" are expected in the Governor's May Revise to be release on Friday, May 14th. He added that the Governor is not proposing any new taxes or sources of revenues. Rather, he is expected to propose major cuts to health and human services and education.

- **Other Legislation of Interest**

Mr. Sonenshein referred members and guests to the updated legislative matrix included in their meeting packets. He offered a mix of good news and bad news in that a number of bills are now in their respective house's Appropriations Committee, where a number of bills may also die. Mr. Sonenshein reported that anything with fiscal implications will not happen.

Mr. Dennis reported that the California Department of Social Services Community Care Licensing (CCL) Division has proposed new licensing inspection protocols. He has asked the Joint Committee on Legislation to review the protocols and return to the Roundtable with a report. Briefly, CCL is proposing unannounced annual inspections of child care centers and biennial inspections of family child care homes. The recommendations including raising annual licensing fees by ten percent and imposing a \$100 re-inspection fee.

4. COLLEAGUE AGENCY REPORTS

- Ms. Younglove reported that the U.S. Government Accountability Office (GAO) is rumored to plan release of a report documenting major fraud relating to enrolling families in Head Start programs. Apparently the report is the result of "undercover investigations". Efforts are underway involving U.S. Representative George Miller and Secretary of Health and Human Services Kathleen Sebelius to schedule hearings in response to the report.
- Mr. Dennis reported that First 5 LA has adopted its strategic plan, which contains a "place-based" approach to funding over the next five years. Criteria for the distribution of funding at the community level will be decided at the meeting scheduled for May 13, 2010, then the communities targeted for funding will be designated in June. Ms. Sachnoff added that First 5 LA has not defined the number of communities for funding. Rather, they will be looking at how communities cluster. She continued that

funding will be contingent on having a funding source; the Governor is likely to propose diverting First 5 funds to other health and social service programs. Updates regarding funding and distribution will be posted on First 5 LA's Web site at www.first5la.org.

- Ms. Nishimura encouraged members to speak with their local political candidates about issues important to the Roundtable.
- Ms. Ruth Yoon announced that the LAUSD Board of Education approved the \$125,000 contract to support participation of 50 early childhood education sites in STEP. She publicly thanked Ms. Helen Chavez, STEP Project Coordinator, for her support.
- Ms. Younglove mentioned that all Head Start delegate agencies are required to have a health advisory committee that meets two to three times per year to address community issues. LACOE is establishing one as well to look at what Head Start is doing globally. They are seeking qualified candidates with experience serving children birth to five and their families.

5. ANNOUNCEMENTS AND PUBLIC COMMENT

- Mr. Sonenshein announced that Dr. Gary Magnifico, Los Angeles Universal Preschool (LAUP) Chief Executive Officer (CEO), has accepted a position as the Associate Dean of Business at Pepperdine University. Dr. Celia Ayala has been offered the Interim CEO position effective June 26, 2010.
- Ms. Reynolds thanked those who passed on registration information for their two-day conscious discipline event. She added that if anyone has questions regarding the power of social networking, the event is testament to its value – a number of participants from out of state learned about the event through Facebook and Twitter. Participants were excited to learn about a new approach to helping children learn social skills.
- Fairplex Child Development Center has an application for funding pending with the U.S. Department of Education to work with Pomona Unified School District.

6. CALL TO ADJOURN

The meeting was adjourned at 11:50 a.m.

Commissioners Present:

Mr. Duane Dennis
Ms. Ann Franzen
Mr. Michael Gray
Mr. Whit Hayslip
Ms. Charlotte Lee
Dr. Jacquelyn McCroskey
Ms. Carolyn Naylor
Ms. Terri Chew Nishimura
Ms. Holly Reynolds
Ms. Arlene Rhine
Ms. Connie Russell
Ms. Mika Yamamoto
Ms. Ruth Yoon
Ms. Sarah Younglove

PRCC-minutes-12May2010

Guests:

Ms. Ellen Cervantes, Child Care Resource Center
Ms. Heather Carrigan, Westside Children's Center
Ms. Jennifer Cowan, First 5 LA
Ms. Liz Diaz, City of Los Angeles, CDD
Ms. Leila Espinoza, UCLA Center for Healthier Children, Families and Communities
Ms. Sylvia Drew Ivie, 2nd Supervisorial District
Dr. Carrie Miller, Education Coordinating Council
Ms. Terry Ogawa, Education Coordinating Council
Mr. Angelo Reyes, Child Care Alliance of Los Angeles
Ms. Kate Sachnoff, First 5 LA
Mr. Adam Sonenshein, Los Angeles Universal Preschool (LAUP)
Ms. Veronica Torrez

Staff:

Ms. Kathleen Malaske-Samu
Ms. Michele Sartell



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MEETING MINUTES

June 9, 2010

10:00 a.m. – noon

Kenneth Hahn Hall of Administration

500 West Temple Avenue, Conference Room 743

Los Angeles, California 90012

1. WELCOME AND INTRODUCTIONS

Ms. Terri Chew Nishimura, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:08 a.m. Members and guests introduced themselves.

a. Comments from the Chair

Ms. Nishimura reminded members and guests of the Roundtable's annual all-day retreat scheduled for Wednesday, July 14, 2010. Members were again encouraged to invite their respective Board members' Deputies to the retreat.

Ms. Nishimura reported that a number of members could not attend today's meeting due to conflicts – jury duty, events, travel. Next, she welcomed Ms. Kathy Malaske-Samu as an official member of the Roundtable, representing the County's Chief Executive Office.

b. Review of Minutes

• May 12, 2010

Due to the lack of a quorum, the minutes will be considered at the July retreat.

c. Committee Reports

• Nominating Committee

Ms. Arlene Rhine reported on behalf of the Nominating Committee, including Ms. Connie Russell and Ms. Carolyn Naylor. The Nominating Committee accomplished its business via e-mail. Upon learning that Ms. Nishimura and Ms. Ruth Yoon are both willing to continue in the respective capacities of Chair and Vice Chair, and hearing no one else express interest in assuming these responsibilities, the Nominating Committee recommends a second term for the current officers. The slate will be presented at the Roundtable retreat on July 14, 2010 meeting when the vote will be taken. The Nominating Committee stated that they would like to hear from other persons interested in serving.

Ms. Malaske-Samu echoed Ms. Rhine's invitation and went further by asking for members interested in taking a leadership role to make it known for consideration in future years. In addition, she mentioned that other opportunities for taking leadership are likely to arise.

- **County Departments/Child Care and Development**

Mr. Duane Dennis announced that the Committee has scheduled its next meeting for Wednesday, June 23, 2010 from 9:30 to 11:30 a.m. in Conference Room 758 at the Kenneth Hahn Hall of Administration. Members of the Committee include representatives from the Department of Children and Family Services (DCFS), Department of Public Social Services (DPSS), Probation Department, the Department of Mental Health (DMH), the Education Coordinating Council (ECC), the Roundtable and community-based agencies. The Committee is implementing the Policy Framework by focusing in the children seen by County Departments to ensure that the neediest children receive the highest quality of child development services. Mr. Dennis commented that DPSS touches the largest number of children at risk and could benefit from quality services.

The last two meetings have focused on catching up among members. The next meeting will be devoted to preparing the Child Care Policy Framework update for the Roundtable retreat – accomplishments, ongoing challenges and next steps. Mr. Dennis spoke to the intersection between the private and public sector and the opportunities for enrolling children in child development programs. He recognized the work ahead, but cautioned against reinventing rather than building upon existing activities, while being cognizant of the state budget crisis. Ms. Ogawa spoke to the work underway between the Los Angeles County Office of Education (LACOE) Head Start and DCFS with respect to direct enrollments of children, the trainings with the Probation Department, and the DMH's interest in a countywide approach. LACOE Head Start also is working with DPSS. Multiple County Departments are trying to wrap their heads around the Strengthening Families Approach with some actual integration, using same language, and more.

Ms. Nishimura, referring to the First 5 LA Morning Report, asked members if they are aware of the Promise Neighborhoods Initiative, the formation of the committee - Los Angeles Promise Neighborhoods Public Sector Workgroup – and whether there might be a role for the Roundtable. There was some discussion on the purpose of the Initiative, its intended audience, and the role of early care and education. Nonprofits are likely to apply for funds; First 5 LA does not intend to apply. Some groups are considering applications with funding requests targeted to local community concerns. The Roundtable could contribute to the ad hoc committee discussions by addressing the importance of early care and education as a component of Promise Neighborhood proposals, but not as the lead. Ms. Malaske-Samu will explore with Ms. Kathy House and Dr. Carrie Miller of the ECC the suggestion that the Roundtable seek an appointment to the Workgroup.

2. DRAFT POLICY FRAMEWORK UPDATE TO THE BOARD OF SUPERVISORS

Ms. Malaske-Samu referred members and guests to the letter from Mr. William T Fujioka to the Board of Supervisors entitled "Third Status Report on the Child Care Policy Framework". Feedback on the letter is due to Ms. Malaske-Samu by June 10th; the letter needs to be delivered to the Board by June 14th. Ms. Malaske-Samu framed the update in relationship to advancing public policy. Attachments will include fact sheets on child care and development programs as well as one on the economic impact of the Governor's budget proposals for 2010-11.

Additionally, Office of Child Care staff participated in a meeting convened by the Child care Alliance of Los Angeles. One of the outcomes of the meeting is to develop fact sheets to address the impact of the proposed budget cuts to child care and development services and

supports, relating those impacts to the potential loss of jobs and what the cuts will mean to children and working families. The Office of Child Care is working with others to collect countywide data.

3. STEPS TO EXCELLENCE PROJECT (STEP) REPORT

• Examination of STEP Components and Related Costs

Ms. Helen Chavez referred members and guests to the copy of her PowerPoint presentation, “STEP Pilot QRIS Budget Presentation”. She provided an overview of the budget for the four year pilot, which totals \$3.6 million. Ms. Chavez outlined the funding sources by fiscal year and provided a breakdown of STEP’s operational expenses. At the conclusion of her presentation, members and guests offered the following comments:

- Reframe administrative costs to better reflect the functions. Administrative costs should represent between five to ten percent of the total budget.
- Consider allocating resources to evaluation to determine the viability of the program and to identify the points of success. Ms. Chavez noted that STEP will be hosting focus groups with parents and providers, however the goal is to learn how best to communicate the rating information to parents. It was suggested that we also need to learn how the quality rating is helping parents make more informed choices, which addresses the original vision of STEP. The fourth year will look closely at sustainability of STEP and its value – does it actually help parents make choices. Added to the discussion, “evaluation is critical to the pilot moving forward”.
- Explore leveraging other resources, such as the Child Care Resource and Referral (R&R) Agencies. One of the lessons learned is the importance of nurturing the pipeline of child development programs opting to participate in STEP. The challenge is limited staff resources.
- Look into foundation support to help with a fundraising plan, possibly under capacity building.

In conclusion, Ms. Chavez commented that the goal for the meeting was to present the costs of STEP to date. Ms. Malaske-Samu added that STEP will be on the retreat agenda, with a focus on sustainability issues. In the meantime, she will speak with Ms. Janis Minton of the Atlas Family Foundation to begin exploring evaluation issues for discussion at the retreat or by the September meeting.

4. POLICY FRAMEWORK OBJECTIVE

Identify opportunities for Los Angeles County to promote collaboration among service providers and advocates on behalf of needed legislative or regulatory changes.

Ms. Nishimura asked Mr. Adam Sonenshein to present key policy issues for the Roundtable’s consideration. Before turning the agenda over to Mr. Sonenshein, Ms. Malaske-Samu mentioned that a collaborative is forming to advocate preserving funding for child care and development programs. She also referred members to their packets on information about a rally around the proposed budget cuts scheduled for Wednesday, June 15, 2010.

a. Governor’s May Revise and Alternative Proposals

Mr. Sonenshein referred members and guests to their meeting packets for copies of the pursuit of position on state budget items. Due to a lack of quorum, Mr. Sonenshein asked members to

review the document, which outlines the Governor's proposals to reduce the allocations to child care and development services. For each item, the Joint Committee on Legislation offers a recommended position and, in some cases, thoughts for potential compromises. He added that the budget has moved to the newly appointed Conference Committee on Budget, which will hold hearings upon the call of the Chair, Senator Denise Ducheny. While the hearings are open to the public, the Committee will not be taking public testimony.

Ms. Malaske-Samu asked for a sense of where members might weigh in given the budget process and timelines and the Roundtable not scheduled to meet again until July. Ms. Charlotte Lee reported that the County has taken an oppose position to the cuts proposed to CalWORKs. She added that by eliminating CalWORKs, child care would be lost. Some members requested more time to carefully review the document, while in principle they would not disagree with the positions. One member suggested perhaps conducting a vote via e-mail, however there was a question of whether this would be in violation of the Brown Act. Ms. Malaske-Samu will consult with County Counsel about possibly sending the document to the Roundtable members and ask for responses.

b. Proposed Licensing Inspection Protocols

Mr. Sonenshein directed members and guests to their meeting packets for the summary of the proposed licensing protocols. In summary, the proposal Department of Social Services (DSS) Community Care Licensing Division (CCLD) has put forth would increase the frequency of unannounced inspections of all child development centers to annually and all family child care homes to biennially. A new tool of key indicators would be used for each inspection, leading to a comprehensive inspection depending on the results of the program's performance on the key indicators. A ten percent increase in licensing application and annual fees would support the costs of the inspections. An area of controversy is the imposition of a fee for programs found out of compliance, which would not be refundable if the program were to win on appeal.

Mr. Sonenshein stated that the proposal has been put on hold during budget process, mostly due to concerns raised for other program types that fall under licensing.

Mr. Sonenshein also provided updates on two bills of interest to the Roundtable as follows:

- AB 2592 (Buchanan) would institute a quality rating system as established by the Early Learning Quality Improvement System Advisory Committee. The bill was recently amended to make its implementation a pilot program and contingent on the receipt of federal funds. The bill was approved by the Assembly and passed to the Senate.
- SB 1126 (Liu), which was designed to facilitate articulation of students in child development between the Community Colleges and the California State University and University of California Systems was held in the Senate's Committee on Appropriations. No more action will be taken on this bill as the deadline to move bills out of the house of origin has passed.

Mr. Sonenshein also thought worth mentioning is that for the first time in the last several years a bill that would change the required birth date for kindergarten entry has passed out of its house of origin. SB 1381 (Simitian) is now in the Assembly pending assignment to a committee. The bill proposes savings, half of which would transfer to the General Fund, while the remaining half would be allocated to preschool expansion. Mr. Sonenshein and Ms. Malaske-Samu spoke to the interest the state is taking in Los Angeles Unified School District (LAUSD)'s transitional kindergarten program for young children about to enter kindergarten. AB 1967 (Mendoza)

would have established a transition kindergarten program. The bill failed to pass out of the Assembly Appropriations Committee. Ms. Malaske-Samu will ask Ms. Ruth Yoon and Mr. Whit Hayslip to talk about LAUSD's program and the impact they expect on kindergarten and early care and education programs.

5. COLLEAGUE AGENCY REPORTS

- The Office of Child Care will issue 1,927 stipend awards this month, bringing to a close Cycle 11 of the Investing in Early Educators Program. Two thirds of the Stipend Program participants completed six units. Graduation stipends will be awarded to 189 participants, of whom 68 earned Associate of Arts (AA) degrees, 93 earned Bachelor of Arts (BA) degrees, and 28 earned graduate degrees.
- Ms. Laura Escobedo is coordinating a second round of the Temporary Voluntary Transfer of Funds between California Department of Education (CDE)-contracted agencies pending CDE's approval. This will result in retaining close to another one million dollars in Los Angeles County.

6. ANNOUNCEMENTS AND PUBLIC COMMENT

- Michael Gray, upon being asked by another Roundtable member, announced the publication of his book, "What Men Don't Say", which is about the secrets men do not share and the struggles those secrets cause for entering into relationships and moving forward in their lives.

7. CALL TO ADJOURN

The meeting was adjourned at 11:40 a.m.

Commissioners Present:

Mr. Duane Dennis
Ms. Ann Franzen
Mr. Michael Gray
Ms. Charlotte Lee
Ms. Carolyn Naylor
Ms. Terri Chew Nishimura
Ms. Holly Reynolds
Ms. Arlene Rhine
Ms. Mika Yamamoto
Ms. Sarah Younglove

Guests:

Ms. Jennifer Cowan, First 5 LA
Ms. Leila Espinoza, UCLA Center for Healthier Children, Families and Communities
Ms. Sandy Hong, UCLA Center for Improving Child Care Quality
Ms. Terry Ogawa, Education Coordinating Council
Mr. Angelo Reyes, Child Care Alliance of Los Angeles
Mr. Adam Sonenshein, Los Angeles Universal Preschool (LAUP)

Staff:

Ms. Helen Chavez
Ms. Kathleen Malaske-Samu
Ms. Michele Sartell

Department Reports on the Child Care Policy Framework

Department: Children and Family Services – DCFS Education, Mentoring, Child Care and Kinship Division

Accomplishments and Current Activities Related to the Child Care Policy Framework			
ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
DCFS Education Section collaboration with Head Start to enroll children in Head Start and Early Head Start programs. DCFS has undertaken 5 different projects with LACOE Head Start, Long Beach Head Start and other HS and Early HS providers to enroll foster children. The primary programs and vision for the future substantially involve LACOE Head Start as a primary partner in increasing opportunities for DCFS children.	<ul style="list-style-type: none"> X Parent Partnerships <input type="checkbox"/> Professional Development X Policy/System Change 	<ul style="list-style-type: none"> X Facilitate friendships and mutual support X Strengthen parenting <input type="checkbox"/> Respond to family crisis X Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development X Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience X Social connections X Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need X Social and emotional competence of children
	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children

DEPARTMENT VISION FOR THE FUTURE

DCFS shares the County Strategic Plan goal to enrich lives through integrated, cost-effective and client-centered supportive services. Consistent with that goal is the Department's intent to significantly increase the percentage of young children under their jurisdiction who are enrolled in high quality child development services.

NEXT STEPS IN SUPPORT OF THE VISION

ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
Identification and enrollment of substantially more DCFS children in Head Start and Early Head Start programs. Continue collaborative efforts with LACOE Head Start to expand enrollment programs and develop support for children and families to remain in the programs once enrolled.	<p>X Parent Partnerships</p> <p>X Professional Development</p> <p>X Policy/System Change</p>	<p><input type="checkbox"/> Facilitate friendships and mutual support</p> <p>X Strengthen parenting</p> <p>X Respond to family crisis</p> <p>X Link families to services and opportunities</p> <p>X Facilitate children's social and emotional development</p> <p><input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect</p> <p>X Value and support parents</p>	<p><input type="checkbox"/> Parental resilience</p> <p><input type="checkbox"/> Social connections</p> <p><input type="checkbox"/> Knowledge of parenting and child development</p> <p>X Concrete support in time of need</p> <p>X Social and emotional competence of children</p>
DCFS Education Section to continue work with Federal and State policy makers to ease program eligibility restrictions for foster children. Specifically opening eligibility of foster children to all Head Start programs, and to support children who may be required to change placement or leave/return home by allowing them to continuously attend at another program.	<p><input type="checkbox"/> Parent Partnerships</p> <p><input type="checkbox"/> Professional Development</p> <p>X Policy/System Change</p>	<p><input type="checkbox"/> Facilitate friendships and mutual support</p> <p><input type="checkbox"/> Strengthen parenting</p> <p>X Respond to family crisis</p> <p>X Link families to services and opportunities</p> <p>X Facilitate children's social and emotional development</p> <p><input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect</p> <p><input type="checkbox"/> Value and support parents</p>	<p><input type="checkbox"/> Parental resilience</p> <p><input type="checkbox"/> Social connections</p> <p><input type="checkbox"/> Knowledge of parenting and child development</p> <p>X Concrete support in time of need</p> <p>X Social and emotional competence of children</p>
DCFS Education Section work with LACOE Head Start and other partners to develop and implement streamlined and substantially simple electronic referral procedures and mechanisms for DCFS social workers and parents/caregivers.	<p>X Parent Partnerships</p> <p><input type="checkbox"/> Professional Development</p> <p>X Policy/System Change</p>	<p><input type="checkbox"/> Facilitate friendships and mutual support</p> <p><input type="checkbox"/> Strengthen parenting</p> <p><input type="checkbox"/> Respond to family crisis</p> <p>X Link families to services and opportunities</p> <p><input type="checkbox"/> Facilitate children's social and emotional development</p> <p><input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect</p> <p><input type="checkbox"/> Value and support parents</p>	<p><input type="checkbox"/> Parental resilience</p> <p><input type="checkbox"/> Social connections</p> <p><input type="checkbox"/> Knowledge of parenting and child development</p> <p><input type="checkbox"/> Concrete support in time of need</p> <p>X Social and emotional competence of children</p>

<p>DCFS Education, Mentoring and Kinship Division to continue to expand and develop the use of CDE Child Care funding for DCFS clients. Explore and develop the more seamless referral process to include child care referral activities to include other external programs for clients not qualifying for CDE Child Care. Continue to develop approaches to better utilize and mix childcare funded families with other entitlement programs (e.g. partial day child care with Head Start or State preschool)</p>	<p><input type="checkbox"/> Parent Partnerships</p> <p><input type="checkbox"/> Professional Development</p> <p>X Policy/System Change</p>	<p><input type="checkbox"/> Facilitate friendships and mutual support</p> <p><input type="checkbox"/> Strengthen parenting</p> <p><input type="checkbox"/> Respond to family crisis</p> <p>X Link families to services and opportunities</p> <p><input type="checkbox"/> Facilitate children's social and emotional development</p> <p><input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect</p> <p><input type="checkbox"/> Value and support parents</p>	<p><input type="checkbox"/> Parental resilience</p> <p><input type="checkbox"/> Social connections</p> <p><input type="checkbox"/> Knowledge of parenting and child development</p> <p><input type="checkbox"/> Concrete support in time of need</p> <p>X Social and emotional competence of children</p>
<p>DCFS Education Section to continue to work with internal DCFS programs and processes to incorporate ECE as an outcome – including but not limited to Family Preservation/Support contractors, PIDP providers, and including the outcome as part of the Team Decision Making (TDM) and Multi-disciplinary Assessment Team (MAT) Assessment processes.</p>	<p><input type="checkbox"/> Parent Partnerships</p> <p>X Professional Development</p> <p>X Policy/System Change</p>	<p><input type="checkbox"/> Facilitate friendships and mutual support</p> <p>X Strengthen parenting</p> <p>X Respond to family crisis</p> <p>X Link families to services and opportunities</p> <p>X Facilitate children's social and emotional development</p> <p><input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect</p> <p>X Value and support parents</p>	<p><input type="checkbox"/> Parental resilience</p> <p><input type="checkbox"/> Social connections</p> <p>X Knowledge of parenting and child development</p> <p><input type="checkbox"/> Concrete support in time of need</p> <p>X Social and emotional competence of children</p>

Department Reports on the Child Care Policy Framework

Department: **Department of Public Social Services**

Accomplishments and Current Activities Related to the Child Care Policy Framework			
ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
Connecting homeless families with small children to Head Start through collaboration with LACOE.	<input checked="" type="checkbox"/> Parent Partnerships <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input checked="" type="checkbox"/> Strengthen parenting <input checked="" type="checkbox"/> Respond to family crisis <input checked="" type="checkbox"/> Link families to services and opportunities <input checked="" type="checkbox"/> Facilitate children's social and emotional development <input checked="" type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input checked="" type="checkbox"/> Value and support parents	<input checked="" type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input checked="" type="checkbox"/> Knowledge of parenting and child development <input checked="" type="checkbox"/> Concrete support in time of need <input checked="" type="checkbox"/> Social and emotional competence of children
	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children

DEPARTMENT VISION FOR THE FUTURE

This department shares the County Strategic Plan goal to “Enrich lives through integrated, cost-effective and client-centered supportive services.”

DPSS operates the *CalWORKs* program which has provided temporary financial assistance and employment focused services to families with minor children who have income and property below State maximum limits for their family size. Most able-bodied aided parents have been required to participate in the *CalWORKs* GAIN employment services program. Eligible clients could access *CalWORKs* Child Care services. These services have helped families access immediate, quality and affordable child care as they move through their Welfare-to-Work (WtW) activities towards employment and self-sufficiency. *CalWORKs* Child Care promotes parental choice and ensures that families have child care that is stable enough to move off cash assistance. The program is administered by the California Department of Social Services (CDSS) and California Department of Education (CDE). Assuming that this program continues, DPSS could engage in the following activities.

NEXT STEPS IN SUPPORT OF THE VISION

ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
Outreach regarding early childhood education to <i>CalWORKs</i> parents who are receiving substance abuse and mental health services.	X Parent Partnerships <input type="checkbox"/> Professional Development X Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support X Strengthen parenting X Respond to family crisis X Link families to services and opportunities X Facilitate children’s social and emotional development X Observe and respond to early warning signs of abuse or neglect X Value and support parents	X Parental resilience <input type="checkbox"/> Social connections X Knowledge of parenting and child development X Concrete support in time of need X Social and emotional competence of children
Provide information to <i>CalWORKs</i> parents regarding the benefits of early childhood education that will allow them to make informed decisions regarding child care.	X Parent Partnerships <input type="checkbox"/> Professional Development X Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support X Strengthen parenting X Respond to family crisis X Link families to services and opportunities X Facilitate children’s social and emotional development X Observe and respond to early warning signs of abuse or neglect X Value and support parents	<input type="checkbox"/> Parental resilience X Social connections X Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need X Social and emotional competence of children

Department Reports on the Child Care Policy Framework

Department: Probation

Accomplishments and Current Activities Related to the Child Care Policy Framework			
ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
Development and implementation of an 8 hour training module on “Strengthening Families through Early Education and Child Care” specifically designed for Probation Deputies supervising youth in the community and in out-of-home placements (group homes and juvenile halls).	<input type="checkbox"/> Parent Partnerships <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input checked="" type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children’s social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input checked="" type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input checked="" type="checkbox"/> Concrete support in time of need <input checked="" type="checkbox"/> Social and emotional competence of children
Implemented the Practice Model for all supervisors. The Practice Model focuses on case planning where the delivery of services/treatments is family centered and includes family engagement. Case planning focuses on reducing probationer’s risk factors and increasing strengths and resiliency while increasing parent protective capabilities. Referrals are made to services and interventions that assist in strengthening families and reduce youth’s at-risk behaviors.	<input checked="" type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input checked="" type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input checked="" type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children’s social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input checked="" type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input checked="" type="checkbox"/> Concrete support in time of need <input checked="" type="checkbox"/> Social and emotional competence of children
	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children’s social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children

DEPARTMENT VISION FOR THE FUTURE

Rebuild Lives and Provide for Healthier and Safer Communities by strengthening the families we serve through family-centered case planning and linkage to evidence-based programs and supportive services.

NEXT STEPS IN SUPPORT OF THE VISION

ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
Implement the Practice Model throughout all Juvenile Bureaus focusing on keeping youth in their home environment by strengthening the family unit through evidence based treatments (FFT, FFP, Wrap, MST) and increase referrals to community based support services (child care, mental health services, DPSS, Medical, etc.)	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development × Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support × Strengthen parenting × Respond to family crisis × Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	× Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development × Concrete support in time of need × Social and emotional competence of children
	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children

**Policy Roundtable for Child Care
Annual Retreat • July 14, 2010**

Policy Framework for Child Care and Development in Los Angeles County

Department: **Department of Mental Health**

Accomplishments and Current Activities			
ACTIVITY	LEVER FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
Through its System of Care and Wraparound programs, Service Area Navigator Teams, Community Outreach and Engagement staff, and the PEI-funded Anti-Stigma and Discrimination Project, DMH has a longstanding history of employing Parent Advocates (DMH staff) and funding Parent Partners (contract provider staff). They have consistently promoted selected Protective Factors in their advocacy and family support work on behalf of caregivers in need of mental health services for their children.	X Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis X Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	X Parental resilience X Social connections <input type="checkbox"/> Knowledge of parenting and child development X Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
The DMH Birth to Five Program has infused Strengthening Families (SF) approaches and Protective Factors (PFs) into the 0-5 Initial Assessment training that is required of all Birth to Five mental health providers. In addition, substantial efforts have been made with the DMH staff co-located at the DCFS offices to ensure inclusion of the approach in their work. Numerous other DMH and/or community agency sponsored trainings have similarly incorporated the role of PFs as part of trainings on multiple topics in the Infant and Early Childhood Mental Health field that are designed for mental health providers, Head Start mental health consultants, early care and education providers, and representatives from other disciplines.	<input type="checkbox"/> Parent Partnerships X Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support X Strengthen parenting X Respond to family crisis X Link families to services and opportunities X Facilitate children's social and emotional development X Observe and respond to early warning signs of abuse or neglect X Value and support parents	X Parental resilience X Social connections X Knowledge of parenting and child development X Concrete support in time of need X Social and emotional competence of children

Accomplishments and Current Activities			
ACTIVITY	LEVER FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
<p>The DMH Birth to Five Program Director serves as the Executive Committee Chairperson for the LA Partnership for Early Childhood Investments and is currently leading an effort to develop strategies for pooled as well as place-based funding supported by agencies/organizations representing LA County Departments, private philanthropy, and the business sector. These strategies will systematically incorporate SF approaches and build PFs. Corresponding systems alignment practices, related policy issues, and research and data collection methodologies will be further addressed and documented.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development X Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support X Strengthen parenting X Respond to family crisis X Link families to services and opportunities X Facilitate children's social and emotional development X Observe and respond to early warning signs of abuse or neglect X Value and support parents 	<ul style="list-style-type: none"> X Parental resilience X Social connections X Knowledge of parenting and child development X Concrete support in time of need X Social and emotional competence of children

Vision for the Future

To strengthen families and enhance the community's social and emotional well-being through collaborative partnerships that promote the Protective Factors framework.

NEXT STEPS

ACTIVITY	LEVER FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
<p>DMH's Strategic Plan calls for additional training of Parent Advocates and Partners to enhance their advocacy skills and to further engage caregivers as decision-makers in planning, implementation, and assessment of services and programs.</p> <p>Utilizing the "It Takes a Community" (ITC) model, DMH Birth to Five Program staff will further develop place-based social change and leadership development initiatives that build upon existing or create new partnerships with parents who have assumed key leadership roles in Partnership for Families programs, Parent Cafes, Promotora networks, and other community-based collaboratives in selected Service Areas or SPAs.</p>	<p>X Parent Partnerships</p> <p><input type="checkbox"/> Professional Development</p> <p><input type="checkbox"/> Policy/System Change</p>	<p>X Facilitate friendships and mutual support</p> <p>X Strengthen parenting</p> <p><input type="checkbox"/> Respond to family crisis</p> <p>X Link families to services and opportunities</p> <p><input type="checkbox"/> Facilitate children's social and emotional development</p> <p><input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect</p> <p><input type="checkbox"/> Value and support parents</p>	<p><input type="checkbox"/> Parental resilience</p> <p>X Social connections</p> <p>X Knowledge of parenting and child development</p> <p>X Concrete support in time of need</p> <p><input type="checkbox"/> Social and emotional competence of children</p>
<p>DMH will continue to grow collaborative relationships with agencies and strategic partners in the child welfare and juvenile justice systems through cross-training staff on the PFs and deepening partnerships with families, communities, and agencies. This includes a focus on family engagement, strength-based approaches, and community building. A "Shared Core Practice Model" will specifically support collaboration between DMH and DCFS, but will eventually impact how all mental health services are provided in the community.</p>	<p><input type="checkbox"/> Parent Partnerships</p> <p>X Professional Development</p> <p><input type="checkbox"/> Policy/System Change</p>	<p>X Facilitate friendships and mutual support</p> <p>X Strengthen parenting</p> <p><input type="checkbox"/> Respond to family crisis</p> <p><input type="checkbox"/> Link families to services and opportunities</p> <p><input type="checkbox"/> Facilitate children's social and emotional development</p> <p><input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect</p> <p><input type="checkbox"/> Value and support parents</p>	<p>X Parental resilience</p> <p>X Social connections</p> <p>X Knowledge of parenting and child development</p> <p>X Concrete support in time of need</p> <p>X Social and emotional competence of children</p>

NEXT STEPS

ACTIVITY	LEVER FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
<p>DMH Birth to Five Program representatives will continue to actively participate in and contribute input/leadership as members of collaboratives, workgroups, and networks (e.g., Magnolia Place Community Initiative, First 5 LA: Workforce Development, Best Start LA projects, Early Childhood Family Support Network, Public Policy Agenda, Place-based Approach to Family/Community Strengthening).</p> <p>DMH is committed to developing quality assurance protocols to analyze and support the use of PFs by DMH staff and contractors (particularly those engaged in “transformation” and implementation of PEI-funded evidence-based practices). Resources to support corresponding training, technical assistance, and consultation to promote corresponding best practices in serving children and families will also be sought.</p>	<p><input type="checkbox"/> Parent Partnerships</p> <p><input type="checkbox"/> Professional Development</p> <p><input checked="" type="checkbox"/> Policy/System Change</p>	<p>X Facilitate friendships and mutual support</p> <p>X Strengthen parenting</p> <p>X Respond to family crisis</p> <p>X Link families to services and opportunities</p> <p>X Facilitate children's social and emotional development</p> <p>X Observe and respond to early warning signs of abuse or neglect</p> <p>X Value and support parents</p>	<p>X Parental resilience</p> <p>X Social connections</p> <p>X Knowledge of parenting and child development</p> <p>X Concrete support in time of need</p> <p>X Social and emotional competence of children</p>

Strengthening Families

An Approach for Working with Families



Strengthening Families Approach

- ✓ Available where families already go, building on what programs and services already do
- ✓ Focused on development and growth, not only on identified problems
- ✓ Delivered through new powerful partnerships that continue to push effective collaboration forward

Strengthening Families began as a search for a new approach to child abuse prevention that:

Is systematic

Is national



Reaches
millions
of children

Has impact long before abuse or neglect occurs

Promotes optimal development for children

The Protective Factors Framework

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Development



Parental Resilience

- Psychological health; parents feel supported and able to solve problems; can develop trusting relationships with others and reach out for help
- Parents who did not have positive childhood experiences or who are in troubling circumstances need extra support and trusting relationships

Social Connections

- Relationships with extended family, friends, co-workers, other parents with children similar ages
- Community norms are developed through social connections
- Mutual assistance networks: child care, emotional support, concrete help



Knowledge of Parenting and Child Development

- Basic information about how children develop
- Basic techniques of developmentally appropriate discipline
- Alternatives to parenting behaviors experienced as a child
- Help with challenging behaviors



Concrete Supports

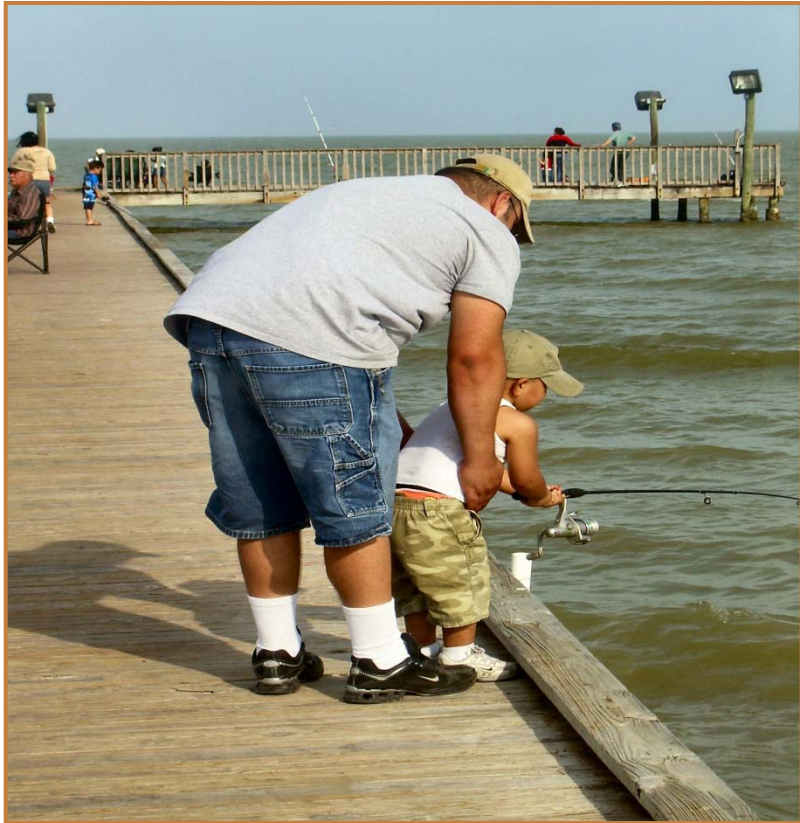
- Response to a crisis: food, clothing, shelter
- Assistance with daily needs: health care, job opportunities, transportation, education



- Services for parents:
mental health,
substance abuse
- Specialized
services for children

Social and Emotional Development

- Normal development (like using language to express needs and feelings) creates more positive parent-child interactions



- Challenging behaviors, traumatic experiences or development that is not on track require extra adult attention

A Surprise: What learning in a classroom does for families back at home

Parent Partnerships

- Value and support family participation in program development and agency decision making
- Create a powerful pool of family leaders by linking with parent groups and organizations
- Offer training and coaching for families to take leadership roles and for agencies to use their participation effectively

Successful Collaborative Partnerships Are:

- Employing the protective factors framework to strengthen agency practice and build organizational support for new ways of work and new partnerships with parents
- Building the protective factors framework into their collaborative efforts that include partners representing community based organizations, county departments, early care and education programs, non-traditional partners from business and the faith-based community, and parents

Levers for Change in Los Angeles

1. Parent Partnerships
2. Infrastructure and Policy Changes
3. Professional Development
4. Early Childhood-Child Welfare Linkages
5. Early Childhood Comprehensive Systems Planning

Levers for Change – Strengthening Families through Early Care and Education

Implementing *Strengthening Families* is not about using a new model or starting a new prevention program; it is about engaging the programs, services, and systems that are already supporting and working with children and families as partners in preventing maltreatment and promoting optimal development. The “Levers for Change” create a framework for thinking about how Strengthening Families can be sustainably woven into existing policies, programs, and practice across child and family service systems.

The Center for the Study of Social Policy, in conjunction with participants in the Strengthening Families National Network, has identified three levers for change:

- Parent Partnerships
- Professional Development
- Policies and Systems

These are key areas where an investment in focused work can “leverage” opportunities to integrate Strengthening Families ideas into a large number of programs and/or have a sustainable impact over time.

Parent Partnerships

Parent partnerships help ensure that prevention strategies are responsive and relevant to all kinds of families and all kinds of family needs and choices. An intentional, powerful partnership with parents models the relationships that are necessary among families, service providers, and community resources to promote the best possible environment for children's development. Parent partnerships work when many parents are consistently involved as decision-makers in planning, implementation, and assessment for programs at all levels, from the day-to-day work in a program to policymaking at the governmental level. Los Angeles County is uniquely positioned to facilitate such partnerships within various departments and in conjunction with a variety of community based agencies.

Professional Development

By infusing knowledge about the Strengthening Families Protective Factors into all levels of training and across various disciplines, Los Angeles County could build a workforce with common knowledge, language, and goals and support quality improvement in practice across systems. Educational opportunities for professionals need to be offered at all levels, for front line workers, supervisors, and administrators, and customized to the particular roles that different professionals play with families. When possible, these educational opportunities should include community stakeholders.

Policies and Systems

An effective Strengthening Families approach includes coordination across diverse initiatives, using common language and goals for families in all levels of work. A multi-department commitment within Los Angeles County is emerging, with the potential to impact thousands of families by building Protective Factors for the prevention of maltreatment and optimal development of all children. This effort aligns with the work of various community stakeholders who are also integrating a Protective Factors approach into their procedures that govern everyday practice in child and family services. These infrastructure changes create the context for shifting attitudes and practice of people who work with children and families at all levels.

Department Reports on the Child Care Policy Framework

Department: **Chief Executive Office**

Accomplishments and Current Activities Related to the Child Care Policy Framework			
ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
In conjunction with County departments and community stakeholders, coordinate the implementation of the Child Care Policy Framework.	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input checked="" type="checkbox"/> Respond to family crisis <input checked="" type="checkbox"/> Link families to services and opportunities <input checked="" type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input checked="" type="checkbox"/> Parental resilience <input checked="" type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input checked="" type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children

DEPARTMENT VISION FOR THE FUTURE

Los Angeles County Strategic Plan: Strategic Plan Goal 2. Children, Family and Adult Well-Being: Enrich lives through integrated, cost-effective and client-centered supportive services.

CEO Mission Statement

Provide fiscal and management leadership and facilitate policy development and effective program implementation, on behalf of the Board of Supervisors, to achieve the County's mission.

NEXT STEPS IN SUPPORT OF THE VISION

ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
Incorporate child development into the menu of services offered to homeless families with young children. This should include connecting families with their local child care resource and referral agency, Early Head Start and Head Start, LAUP and the LACEL.	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input checked="" type="checkbox"/> Respond to family crisis <input checked="" type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input checked="" type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input checked="" type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
Prior to emancipating from foster care, all teen parents will be connected to and accessing services from the subsidized child development system.	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input checked="" type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input checked="" type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input checked="" type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input checked="" type="checkbox"/> Value and support parents	<input checked="" type="checkbox"/> Parental resilience <input checked="" type="checkbox"/> Social connections <input checked="" type="checkbox"/> Knowledge of parenting and child development <input checked="" type="checkbox"/> Concrete support in time of need <input checked="" type="checkbox"/> Social and emotional competence of children
Facilitate collaboration between County departments involved with Katie A services and the child development community.	<input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Policy/System Change	<input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis <input checked="" type="checkbox"/> Link families to services and opportunities <input checked="" type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input checked="" type="checkbox"/> Value and support parents	<input type="checkbox"/> Parental resilience <input checked="" type="checkbox"/> Social connections <input checked="" type="checkbox"/> Knowledge of parenting and child development <input checked="" type="checkbox"/> Concrete support in time of need <input checked="" type="checkbox"/> Social and emotional competence of children

County of Los Angeles Children and Families Well-Being Initiatives

Creating a Fourth Child Welfare Outcome Goal – Self-sufficiency

Based on a motion entered by Supervisor Antonovich on March 2, 2010, the Chief Executive Office (CEO) has been directed to work with the Community Development Commission (CDC), the Departments of Children and Family Services (DCFS), Community and Senior Service (DCSS), Mental Health (DMH), Probation, Public Social Services (DPSS), and other affected departments to support strategies to improve self-sufficiency for current and former foster youth that address their needs for housing, education, employment and well-being as they transition from the child welfare system. Additional goals of the motion include centralizing concurrent youth development planning services, integrating self-sufficiency services across County departments to create a seamless delivery system, and creating an evaluation mechanism to annually measure improvements.

Since the motion, a 25 member “Implementation Team” has been formed and is comprised of County staff, the Chair of the Commission on Children and Families, nonprofit partners, and foster care alumni. According to a report to the Board of Supervisors dated April 2, 2010, the Implementation Team is gathering weekly for several months to meet existing MAPP (Management Appraisal & Performance Plan) goals for DCFS and to plan and implement the goals outlined in the Board motion.

Katie A. Strategic Plan

On October 14, 2008, the Board of Supervisors adopted the Katie A. Strategic Plan. The Strategic Plan contains an overarching vision and list of objectives relating to the delivery of mental health services to children under the supervision and care of child welfare and those children deemed at-risk of entering the child welfare system. The seven objectives are:

- Mental Health Screening and Assessments
- Mental Health Service Delivery
- Funding of Services
- Training
- Caseload Reduction
- Data/Tracking of Indicators
- Exit Criteria and Formal Monitoring Plan

Department Reports on the Child Care Policy Framework

Department: Los Angeles Unified School District

Accomplishments and Current Activities Related to the Child Care Policy Framework			
ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
<p>Abriendo Puertas/Opening Doors is an evidence-based parenting, leadership, and advocacy-training program for Spanish speaking parents of children from birth to five years of age. It gives parents the knowledge, tools and resources, to guide their children academically and support their social and emotional development. During a 3-day Institute 30 LAUSD parent education facilitators were trained to deliver the 10-session program to 325 families throughout the District. <i>Abriendo Puertas</i> is based on the premise that enhancing parenting skills early in a child's life leads to academic, economic and societal benefits.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <ul style="list-style-type: none"> <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
<p>LAUSD will pilot a Transition Kindergarten (TK) Program scheduled to begin fall 2010 that will serve the district's youngest Kindergarten students, who turn five years of age between September 1 and December 2 and may not be ready for the traditional Kindergarten program. The TK program will provide students with the gift of time to build necessary social and academic skills for success. The implementation plan for TK is designed to provide training and support to 38 schools during the first year. A five-day summer institute and monthly professional development for all TK teachers is scheduled. Parent involvement is essential and a variety of activities and workshops are planned.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <ul style="list-style-type: none"> <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
<p>LAUSD began implementing Preschool Clinics in March 2008. A major goal of the Preschool Clinics is to involve families and child care providers in supporting children's needs and accessing community services to avoid unnecessary special education labeling of children. To provide maximum accessibility for parents and providers, the clinics are scheduled after school and on Saturdays and are housed at school sites throughout the district. The clinics are staffed by trained professionals and all parents/caregivers are given a toolkit for supporting the child's development as well as suggestions and recommendations based upon the screening results.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development <input type="checkbox"/> Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <ul style="list-style-type: none"> <input type="checkbox"/> Respond to family crisis <input type="checkbox"/> Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development <input type="checkbox"/> Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development <input type="checkbox"/> Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children

DEPARTMENT VISION FOR THE FUTURE

NEXT STEPS IN SUPPORT OF THE VISION

ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
<p>The Abriendo Puertas/Opening Doors program for parent will expand. Additional facilitators will be trained and parent classes will be provided to more parents.</p> <p>In addition, Abriendo Puertas will be implemented in Transition Kindergarten Program schools to strengthen parents' capacity to more effectively advocate for their child's academic and social success. When parents know and understand their role in supporting their child's learning and development, they can actively and confidently support their child's school success.</p>	<ul style="list-style-type: none"> Parent Partnerships Professional Development Policy/System Change 	<ul style="list-style-type: none"> Facilitate friendships and mutual support Strengthen parenting <ul style="list-style-type: none"> Respond to family crisis Link families to services and opportunities Facilitate children's social and emotional development Observe and respond to early warning signs of abuse or neglect Value and support parents 	<ul style="list-style-type: none"> Parental resilience Social connections Knowledge of parenting and child development Concrete support in time of need Social and emotional competence of children
<p>The number of Transition Kindergarten schools will increase in subsequent years. Professional development for teachers and parent engagement activities will continue. In partnership with Preschool California and other organizations, LAUSD will be involved in TK efforts to offer the program to all children in the state. First 5 LA will fund a comprehensive external evaluation focused on program implementation and outcomes.</p>	<ul style="list-style-type: none"> Parent Partnerships Professional Development Policy/System Change 	<ul style="list-style-type: none"> Facilitate friendships and mutual support Strengthen parenting <ul style="list-style-type: none"> Respond to family crisis Link families to services and opportunities Facilitate children's social and emotional development Observe and respond to early warning signs of abuse or neglect Value and support parents 	<ul style="list-style-type: none"> Parental resilience Social connections Knowledge of parenting and child development Concrete support in time of need Social and emotional competence of children
<p>LAUSD will expand the number of Preschool Clinics. Parents will continue to receive recommendations to support their child as well as referrals for further assessment if needed. All students who attend the Preschool clinics will receive follow up services from a psychiatric social work. This will ensure that children and families continue to receive the services and support they need for school and life success.</p>	<ul style="list-style-type: none"> Parent Partnerships Professional Development Policy/System Change 	<ul style="list-style-type: none"> Facilitate friendships and mutual support Strengthen parenting <ul style="list-style-type: none"> Respond to family crisis Link families to services and opportunities Facilitate children's social and emotional development Observe and respond to early warning signs of abuse or neglect Value and support parents 	<ul style="list-style-type: none"> Parental resilience Social connections Knowledge of parenting and child development Concrete support in time of need Social and emotional competence of children

Department Reports on the Child Care Policy Framework

Stakeholder: Child Care Resource & Referral Agencies

DEPARTMENT VISION FOR THE FUTURE

Promote closer coordination between County Departments and the AP/R&R agencies for the purpose of connecting children and their families with needed services.

NEXT STEPS IN SUPPORT OF THE VISION

ACTIVITY	LEVERS FOR CHANGE	PROGRAM STRATEGY	PROTECTIVE FACTORS
<ul style="list-style-type: none"> Ensure that children and families involved with any county department be provided information on and be exposed to early care and education Link county departments with their local R&R 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development X Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting X Respond to family crisis X Link families to services and opportunities X Facilitate children's social and emotional development X Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience X Social connections <input type="checkbox"/> Knowledge of parenting and child development X Concrete support in time of need <input type="checkbox"/> Social and emotional competence of children
<ul style="list-style-type: none"> Identify families who may not be eligible for county services but are eligible for R&R services Identify shared clients, especially in the AP/R&R and the county systems, to coordinate services and explore options for families R&Rs act as a clearinghouse for Early Childhood Services for county departments 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships <input type="checkbox"/> Professional Development X Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting <input type="checkbox"/> Respond to family crisis X Link families to services and opportunities <input type="checkbox"/> Facilitate children's social and emotional development X Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Parental resilience <input type="checkbox"/> Social connections <input type="checkbox"/> Knowledge of parenting and child development X Concrete support in time of need X Social and emotional competence of children
<ul style="list-style-type: none"> Develop joint trainings in relationship to best practices for parents, providers and professionals 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Partnerships X Professional Development <input type="checkbox"/> Policy/System Change 	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitate friendships and mutual support <input type="checkbox"/> Strengthen parenting X Respond to family crisis X Link families to services and opportunities X Facilitate children's social and emotional development X Observe and respond to early warning signs of abuse or neglect <input type="checkbox"/> Value and support parents 	<ul style="list-style-type: none"> X Parental resilience <input type="checkbox"/> Social connections X Knowledge of parenting and child development X Concrete support in time of need X Social and emotional competence of children

First 5 LA's 2010-2015 Best Start Communities

Click on the community names to read that community's profile.

[South Los Angeles/ Broadway-Manchester](#)

[Compton, East Compton](#)

[East Los Angeles \(includes City Terrace, Commerce and parts of Monterey Park\)](#)

[Lancaster](#)

[Pacoima](#)

[Palmdale](#)

[Panorama City](#)

[South El Monte, El Monte](#)

[Southeast L.A. County Cities \(including Bell, Cudahy, Bell Gardens and Maywood\)](#)

[Watts, Willowbrook](#)

[South Los Angeles/ West Athens](#)

[Wilmington](#)

[Central Long Beach](#)

[Central Los Angeles/ 110-10 Freeway Corridor](#)



South Los Angeles/ Broadway-Manchester

The South Los Angeles/ Broadway-Manchester community is located in South Los Angeles between Vermont and Central avenues, mostly north of the 105 Freeway. The unemployment rate of 18.7 percent in this community is more than double the countywide rate. Nearly half the 3rd graders in this community score below or far below basic on the [California Standards Test for English-Language Arts](#), and the rate of teen pregnancy is notably high. The recent reopening of the [Locke Family of High Schools](#), which will include an expanded health clinic, demonstrates the ability of grassroots activists, parents and community leaders to bring forward family oriented resources into the community.

Compton, East Compton

Located between the 110 and 710 Freeways and north of the 91 Freeway, this includes the City of Compton, unincorporated East Compton, parts of West Compton and the City of Carson. Compton has high rates of teen pregnancy, babies born at a low birthweight and a high percentage of households with single mothers. Over 60 percent of the families with children ages 0-5 participate in the [Women, Infants, and Children](#) (WIC) program. Compton is known for its passionate grassroots leadership, strong churches and the ability of community leaders to do a lot with limited resources.

East Los Angeles (includes City Terrace, Commerce and parts of Monterey Park)

The East Los Angeles community includes both unincorporated and incorporated areas including City Terrace, parts of Monterey Park and the City of Commerce. Over 30 percent of families with children live in poverty in this community. Over 65 percent of the adult population does not have a high school diploma or the equivalent, putting children in the community at risk for low academic and economic achievement in the future. This community has a strong infrastructure, which includes the vibrant East L.A. Civic Center, and a rich history of activism and community involvement.

Lancaster

Located in the Antelope Valley, north of Palmdale, Lancaster has a total population of approximately 105,000. Children 5 years old or younger make up nearly 10 percent of the total population. In 2008, the number of births to Lancaster mothers who received late or no prenatal care was more than double the percentage for L.A. County. Lancaster is an ethnically diverse community with a long history of community collaboration, partially as a result of the community's isolation and distance from much of the rest of the county.

Pacoima

Located in the north San Fernando Valley, the Pacoima community includes Pacoima, Arleta, Sylmar and San Fernando. Over half of the young children in these communities live with families participating in the WIC program. Adults in Pacoima are twice as likely to not have finished high school or obtained a GED, than adults countywide. Pacoima has strong neighborhood councils and an active parent community.

Palmdale

Palmdale is located in one of the most northern regions of L.A. County, just south of Lancaster. Palmdale has a high percentage of mothers receiving late or no prenatal care. Palmdale also has a higher rate of births to teen mothers and babies born at a low birthweight when compared to other communities in L.A. County. The community has a strong presence of regional collaboration on behalf of children and families.

Panorama City

The Panorama City community is located north of Van Nuys and south of the 118 Freeway. This community is home to approximately 16,000 children 5 years old or younger. Four out of 10 of the area's 3rd graders score below or far below basic on the [California Standards Test for English-Language Arts](#). More than two-thirds of the area residents speak a language other than English in the home. Community leaders have a proven track record for collaborating across sectors on behalf of children and families.

South El Monte, El Monte

South El Monte and El Monte are adjacent cities located in the San Gabriel Valley, between the 60 and 90 Freeways. Over 64 percent of the adult population in this community do not have a high school diploma or GED. And nearly 55 percent of the children ages 0-5 live in families participating in the WIC program. South El Monte-El Monte has a strong sense of history and community pride.

Southeast L.A. County Cities (including Bell, Cudahy, Bell Gardens and Maywood)

The Southeast L.A. County Cities community includes cities of Bell, Bell Garden, Cudahy and Maywood. This community is home to a relatively high percentage of children ages 0-5 compared to L.A. County as a whole, with 12.5 percent of the population being 5 years old or younger. The poverty rate for families in this community is higher than the countywide rate, with over half of the families with children ages 0-5 participating in the WIC program. Over the past five years there has been an emergence of collaborations between service agencies, resulting in residents and parents getting involved and taking on leadership roles in the community.

Watts, Willowbrook

The Watts, Willowbrook community includes Watts, the unincorporated neighborhoods of Willowbrook and parts of Florence-Graham. The community has very high rates of teen births and single-mother households. The area experiences high rates of unemployment and a high proportion of the community's 0-5 population participate in the WIC program. The Watts-Willowbrook infrastructure will be strengthened with the re-opening of the Martin Luther King Jr. Hospital in 2012.

South Los Angeles/ West Athens

The unincorporated South Los Angeles/ West Athens community is located in the southern portion of the broader South Los Angeles region, west of Vermont and on both sides of the 105 Freeway. This community includes West Athens, Westmont and parts of Hawthorne. West Athens has a high rate of babies born at a low birthweight which is nearly twice the countywide average. An alarming four out of 10 families with children are living in poverty. The area has an active Empowerment Congress and other collaboratives, which bring together residents, service agencies and the strong local faith-based community.

Wilmington

Located in the southern region of L.A. County, along the 110 Freeway corridor, the Wilmington community includes the neighborhoods of Wilmington and Harbor City. Wilmington has a higher percentage of pregnant women who receive late or no prenatal care compared to mothers in L.A. County as a whole. The Wilmington community has low high school graduation rates and high unemployment. Wilmington's proximity to the Port of Los Angeles has resulted in residents learning how to work together on environmental impact issues, and they also have partnered with law enforcement on youth safety.

The following two communities were chosen by First 5 LA previously *as a Best Start* community.

Central Long Beach

The [Central Long Beach](#) community includes downtown Long Beach. Central Long Beach has one of the highest percentages of families with children in poverty in the county as well as one of the highest unemployment rates. The California Endowment has selected this community along with 13 others across California for its 10-year place-based approach, providing one of several opportunities to leverage additional family resources.

Central Los Angeles/ 110-10 Freeway Corridor

The community that the L.A. County Interagency Operations Group in partnership with the Children's Bureau dubbed "Magnolia Place" in 2008 is located in Central Los Angeles, north of USC and along the 10 Freeway. This community was First 5 LA's initial *Best Start* community as part of a place-based demonstration project initiated by First 5 LA in 2009. The area has clear and pressing needs for children and families and strong community leadership and coalitions.

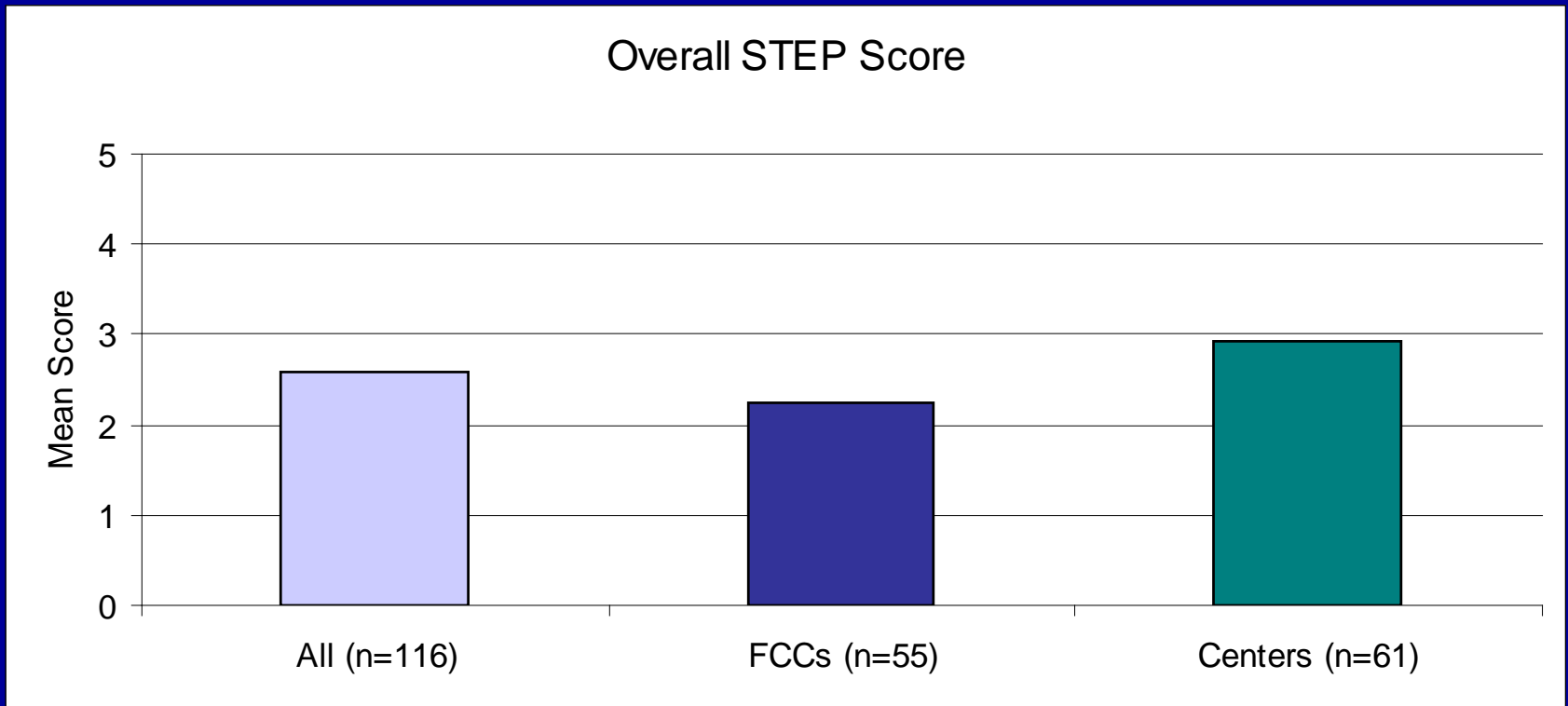
Step Analyses Year 1: Policy Roundtable for Child Care Annual Retreat

UCLA Center for Improving
Child Care Quality
Sandy Soliday Hong
July 14, 2010

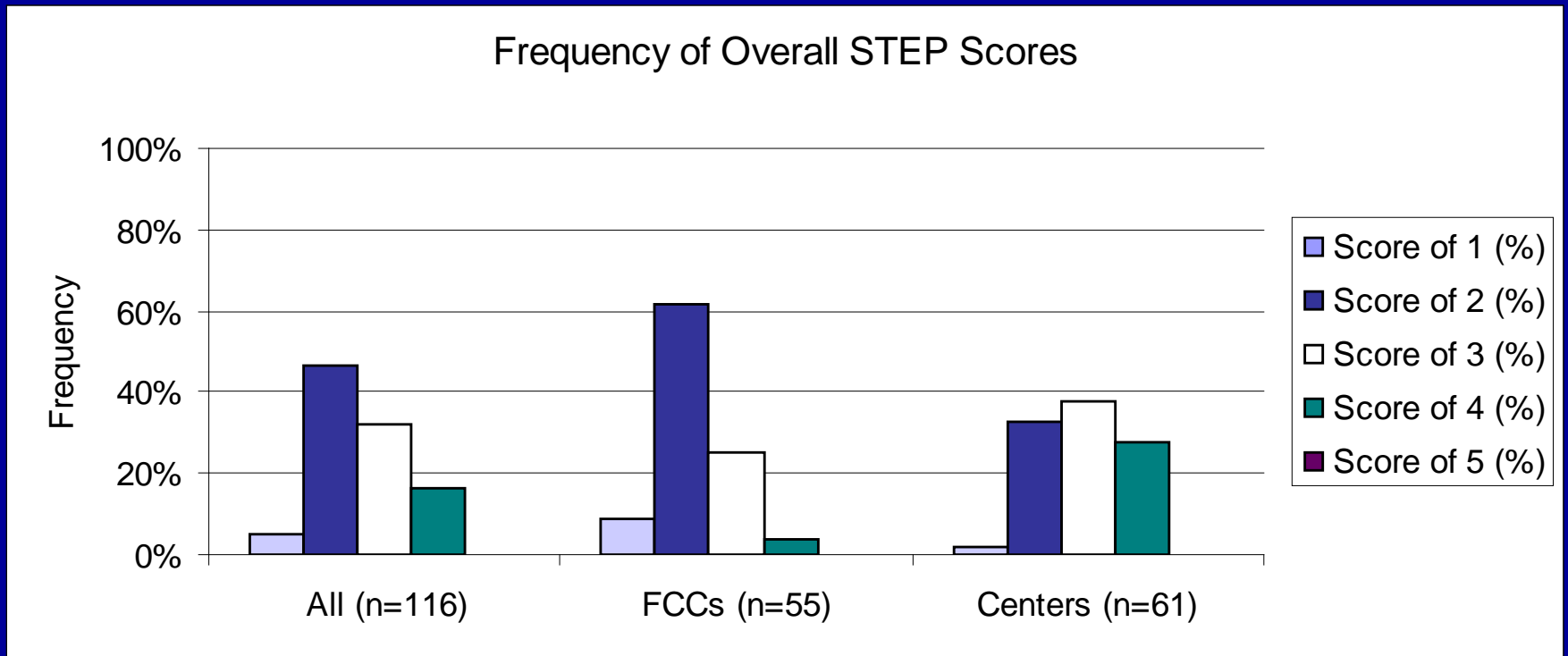
Current Status

- Year 1
 - 116 Sites
 - 55 Family Child Care Homes (FCCs)
 - 61 Centers
- Year 2
 - 50 Sites
 - 18 Family Child Care Homes (FCCs)
 - 32 Centers

Year 1 Overall Step Scores



Frequency of Step Scores by Program Type

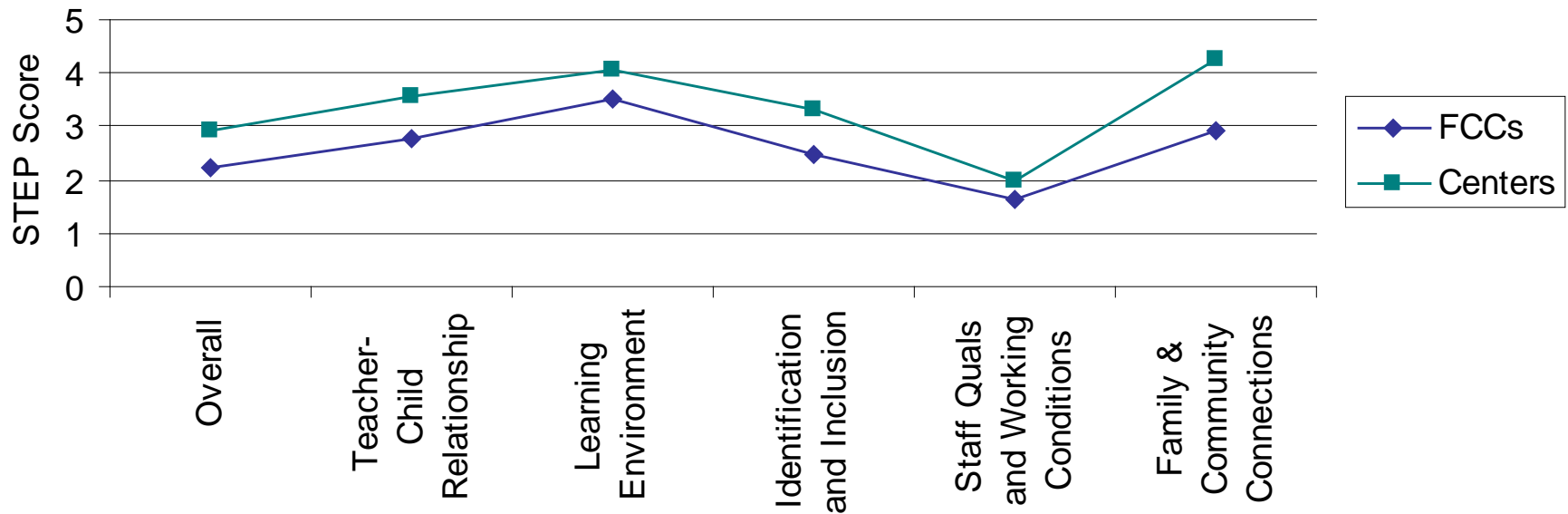


Presentation Overview

- Are Step scores different for different types of programs?
- What factors are driving the high and low domain scores?

Centers vs. FCCs

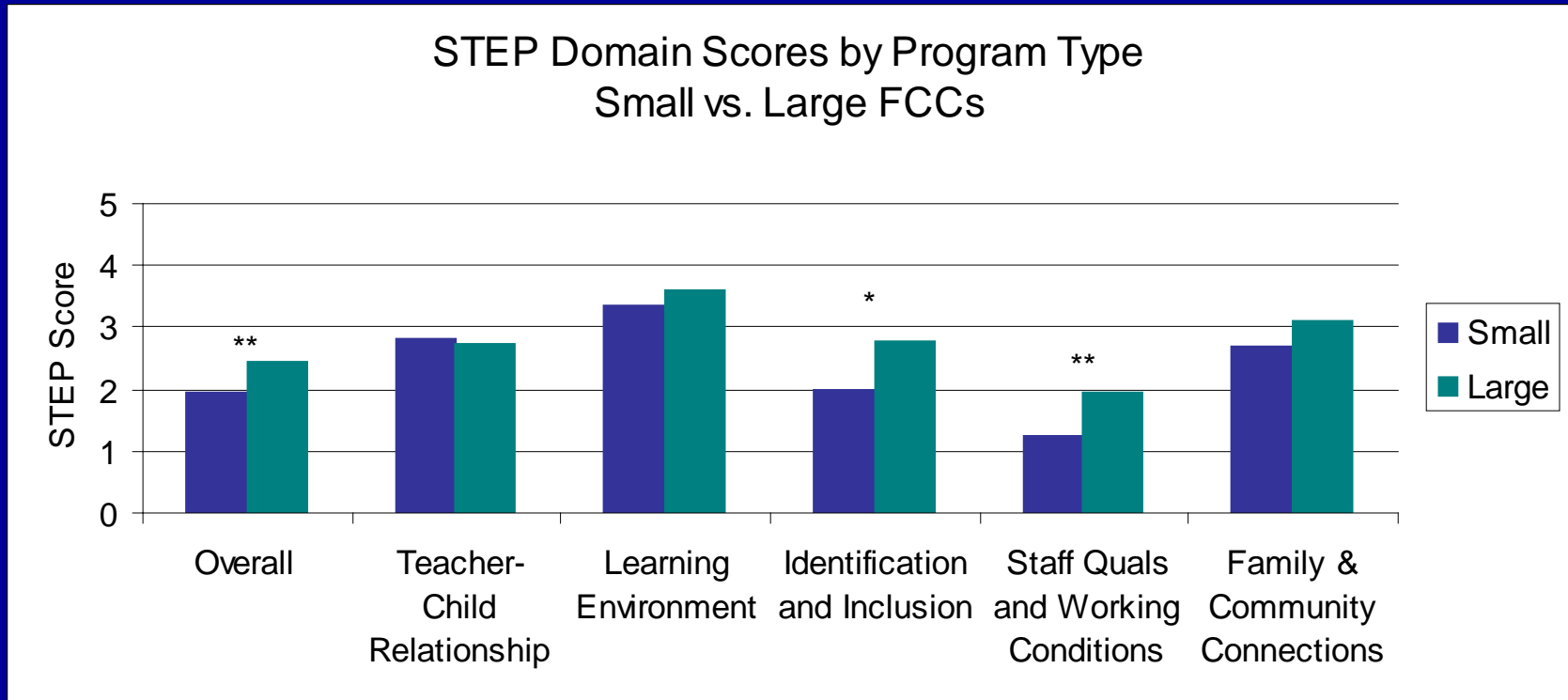
STEP Domain Scores by Program Type



Program Type

- 55 Family Child Care Homes
 - Small (23) vs. Large (32)
 - Title V (12) vs. Non-Title V (43)
- 61 Center-Based Programs
 - Head Start (11)
 - Title V (32)
 - Head Start and Title V (8)
 - Private (10)

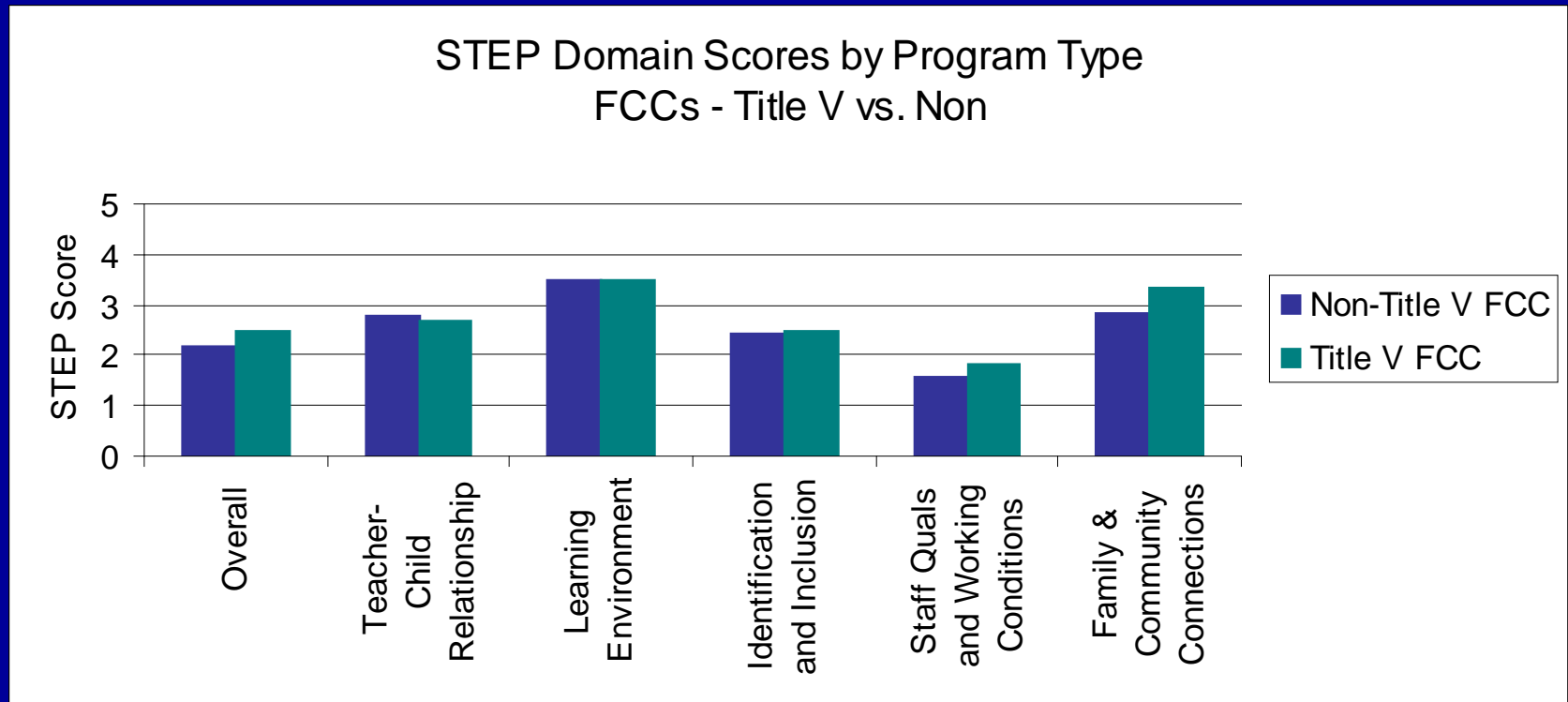
FCCs – Small vs. Large



+ $p \leq .10$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Note: N=55, all differences were calculated using t-tests.

FCCs – Title V

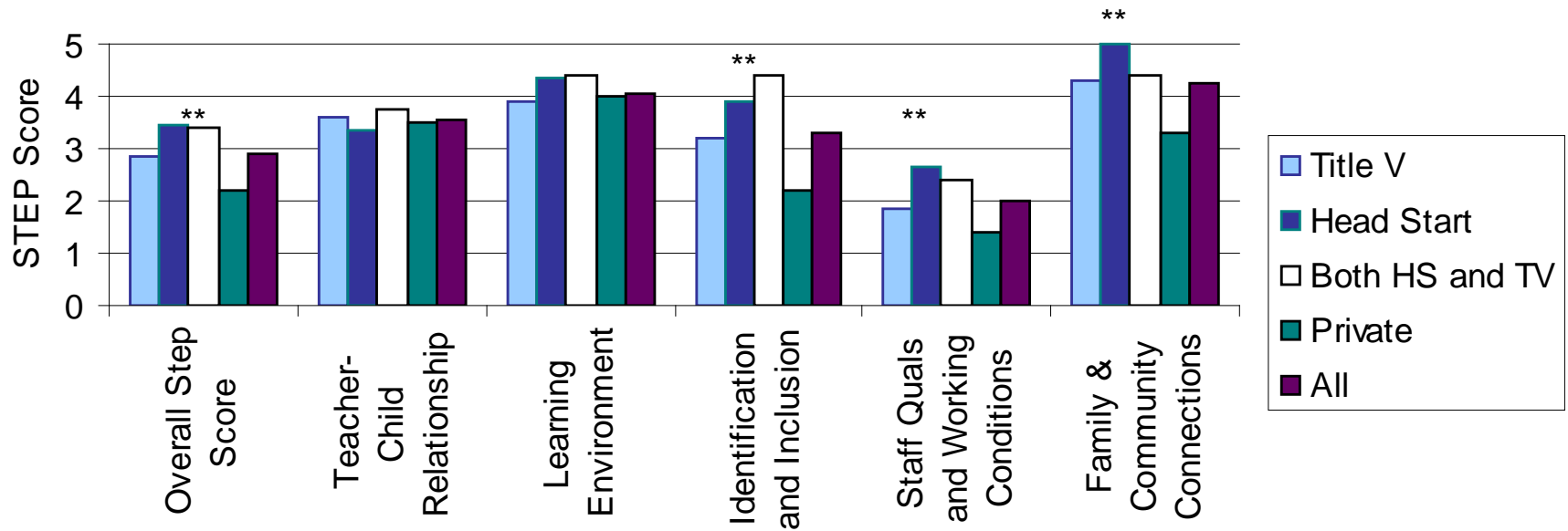


+ $p \leq .10$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Note: N=55, all differences were calculated using t-tests.

Centers by Type

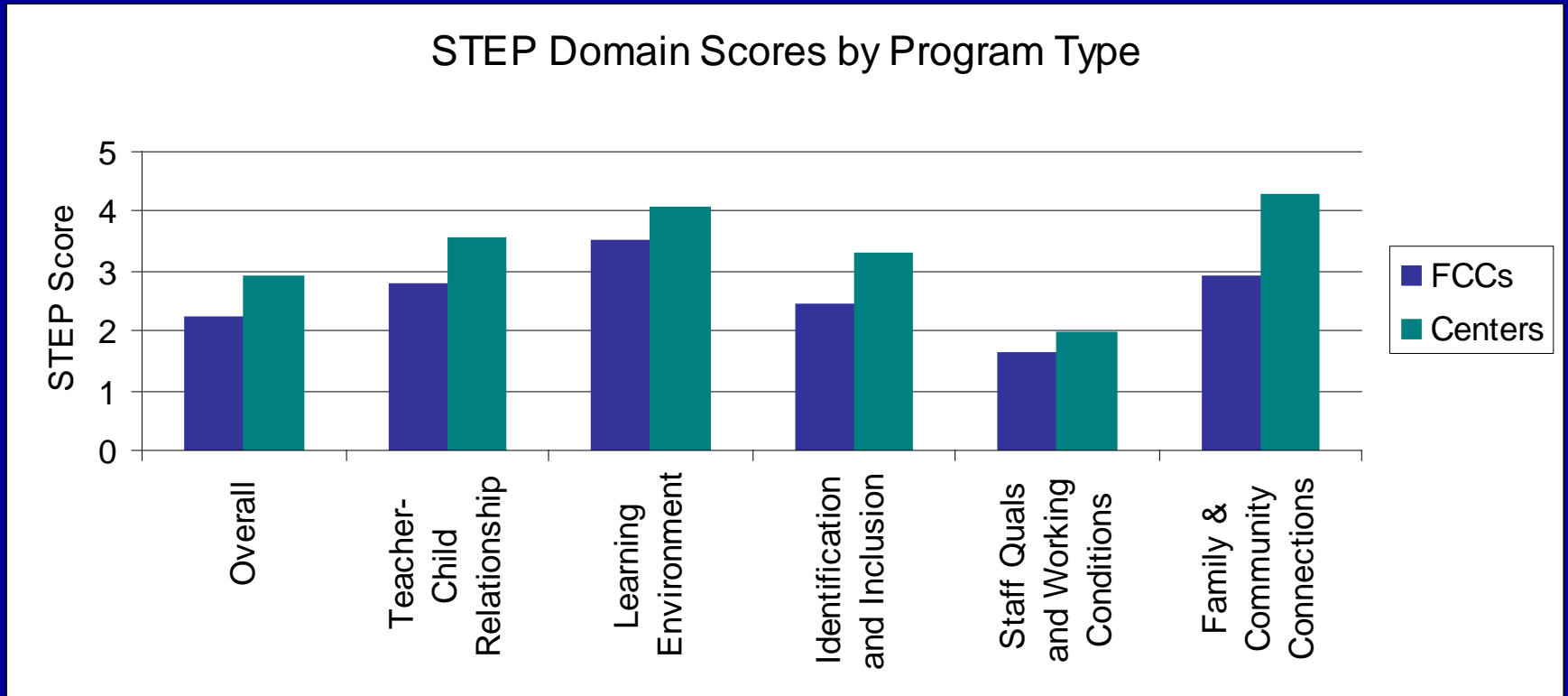
STEP Domain Scores by Program Type
Centers



Domain Scores

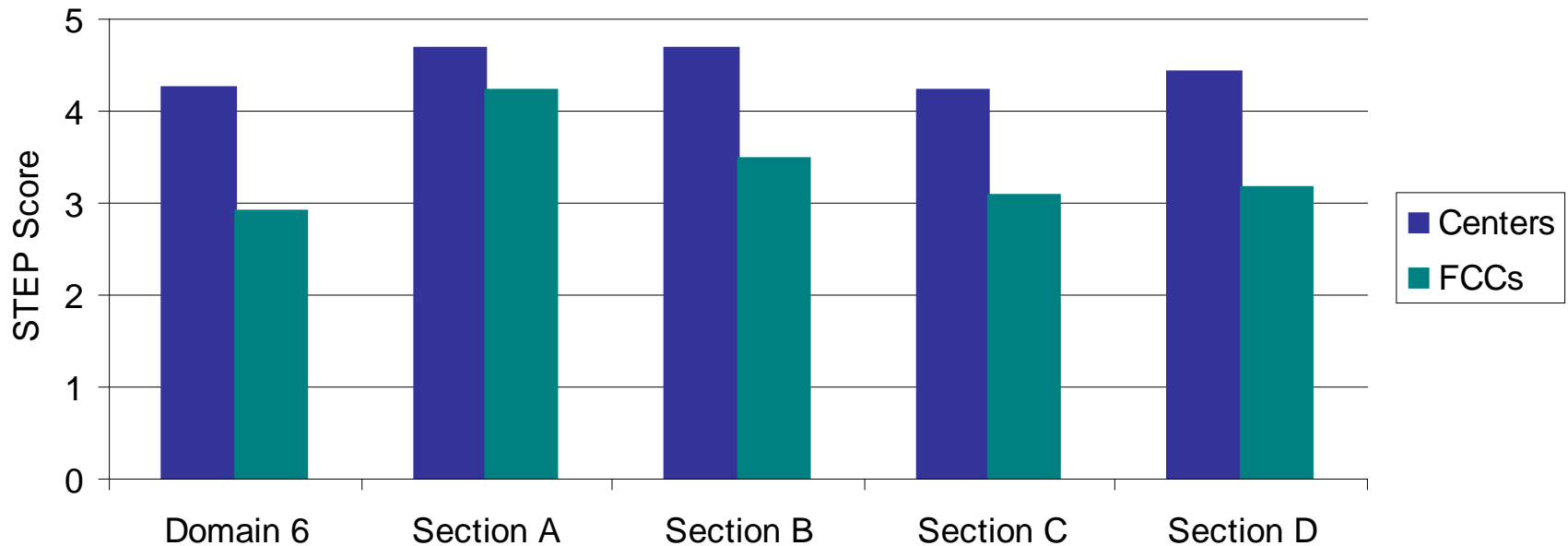
- Is Domain 6 higher than the other Domains?
- What is influencing the low scores on Domain 5?

Domain Scores



Domain 6: Family and Community Connections

STEP Domain 6 Scores by Section



Domain 6:

Related Questions

- Is this domain higher in other places, or only in Los Angeles County?
 - - NAEYC
 - - Strengthening Families Model

STEP Family & Community Connections in Comparison

- Overlap with NAEYC Standards:

Standard 7. Families

- The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

Standard 8. Community Relationships

- The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

Strengthening Families Model

Shares content overlap with STEP in these areas:

- Facilitating friendships & mutual support among families
- Strengthening parenting
- Linking families to community services & opportunities
- Valuing & supporting parents

Domain 6:

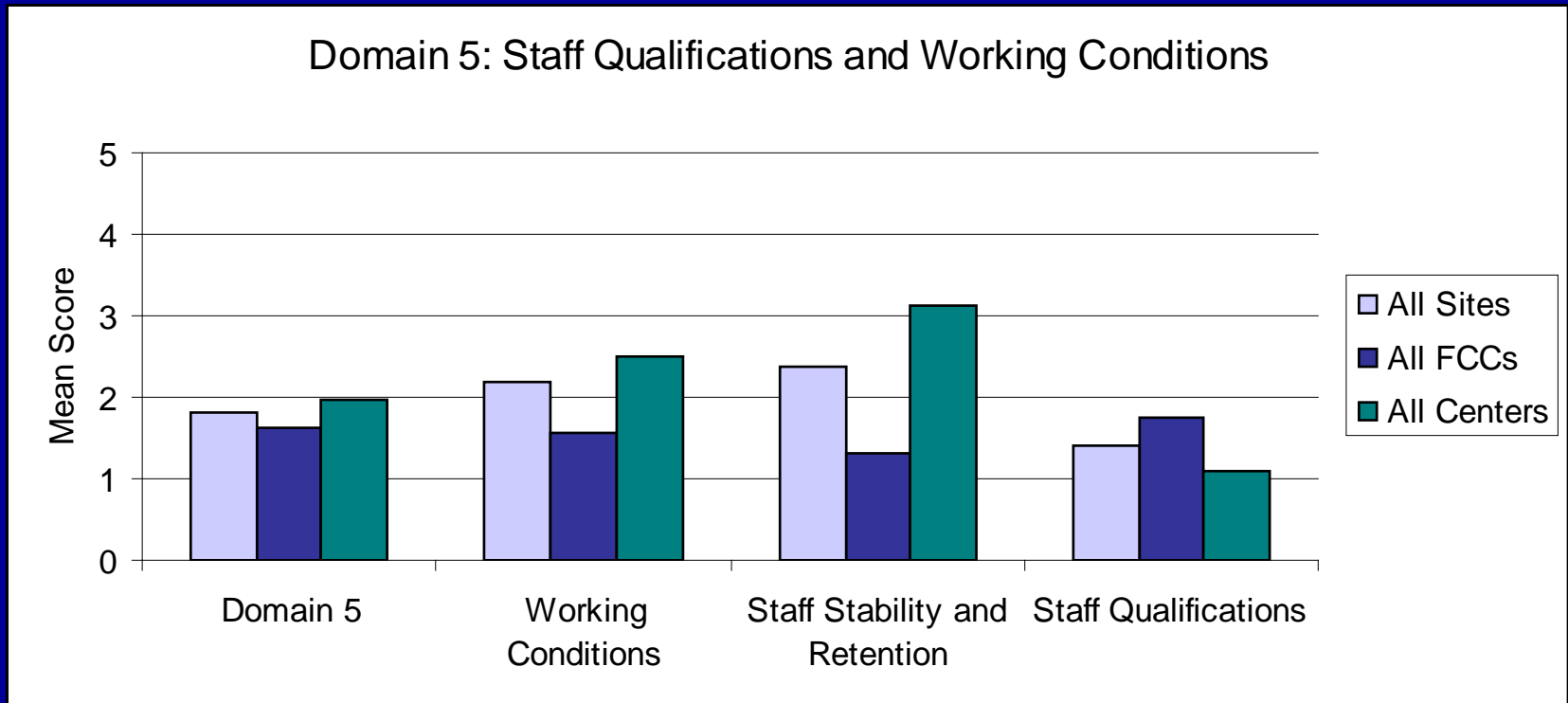
Related Questions

- Should we document this domain differently?
- Is this domain measuring what we think it should measure?

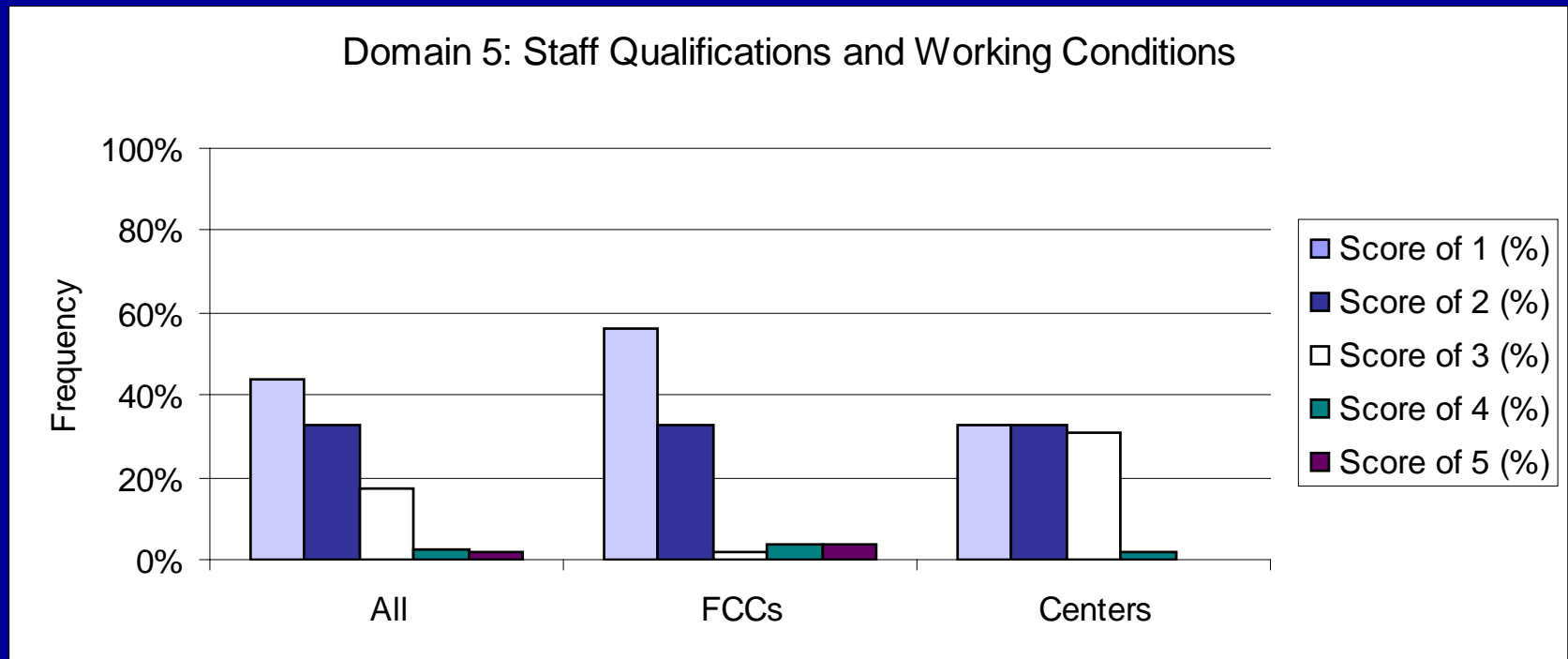
Domain 5 Questions

- Do low Step scores for assistants pull down the Domain 5 overall score?
-
2. Are assistant scores significantly lower than lead teacher and director scores?

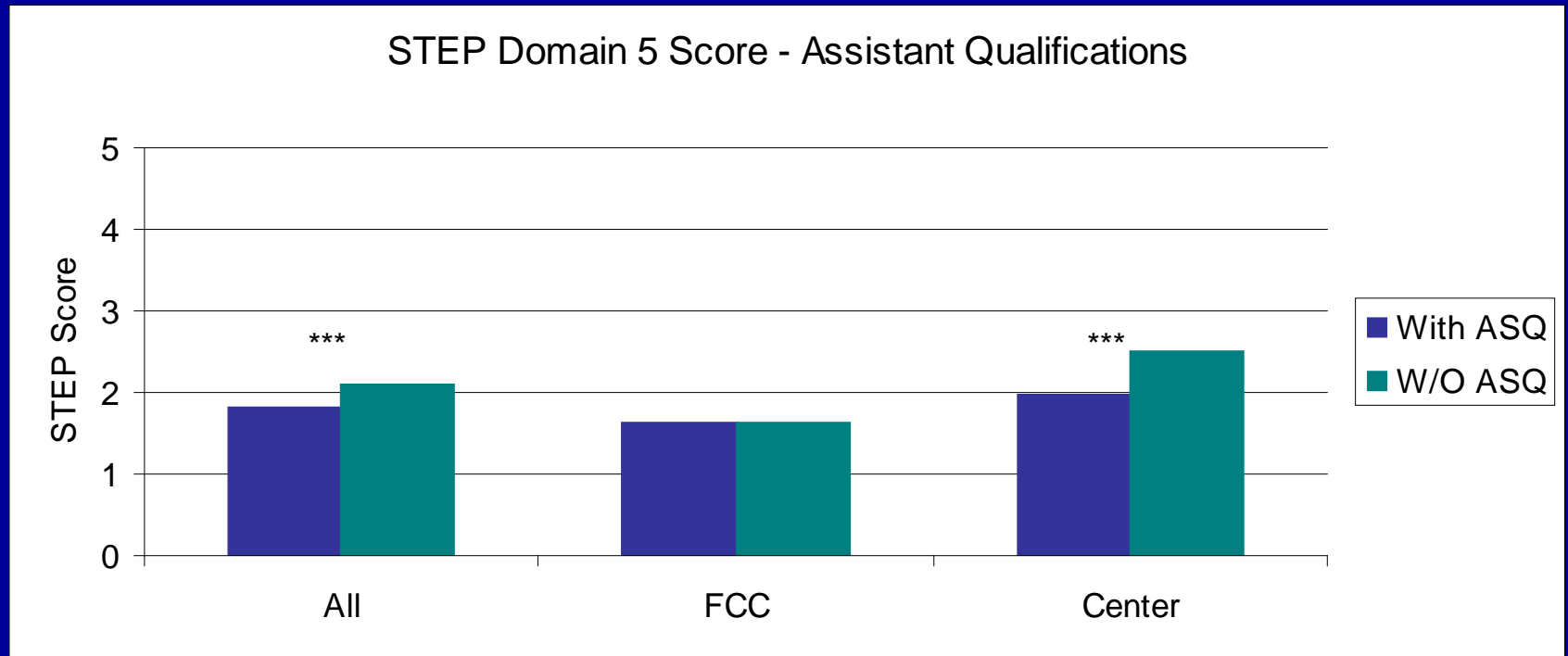
Domain 5: Staff Qualifications and Working Conditions



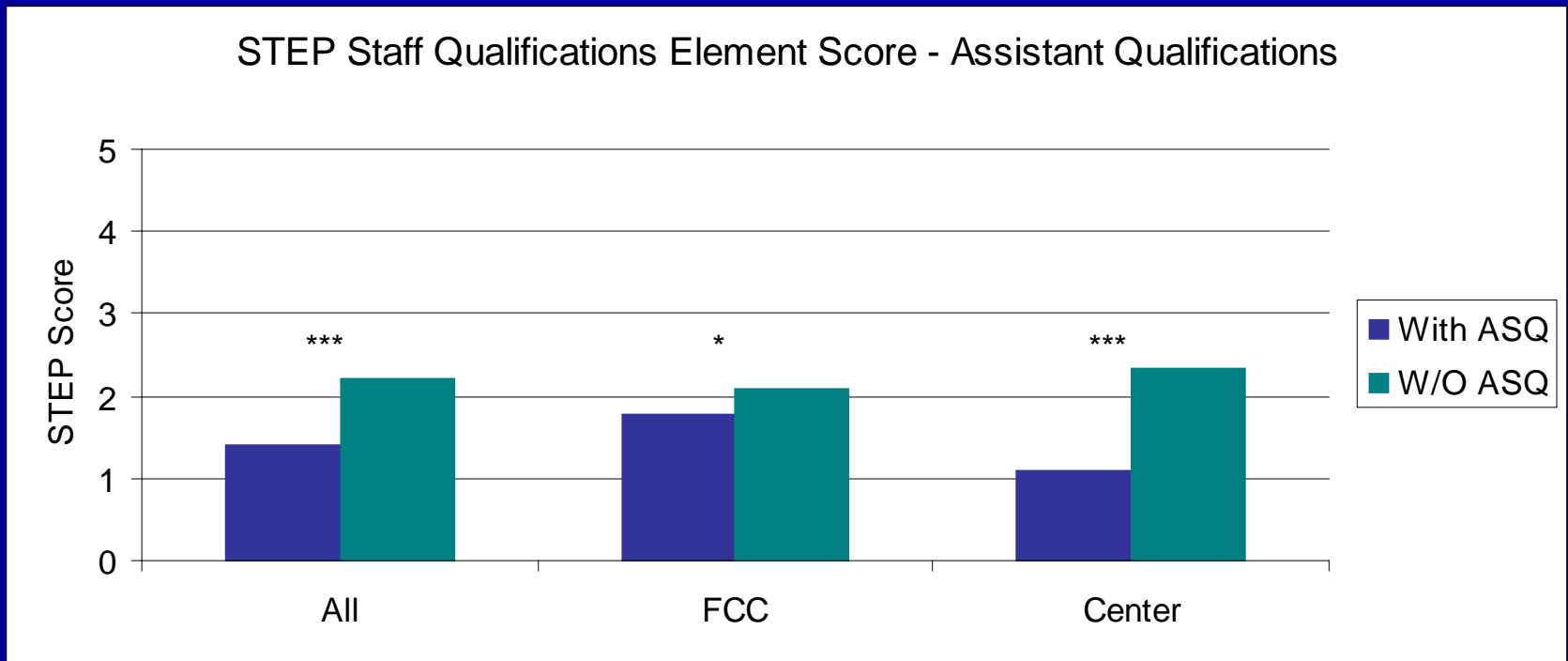
Domain 5: Staff Qualifications



Domain 5 Overall Score



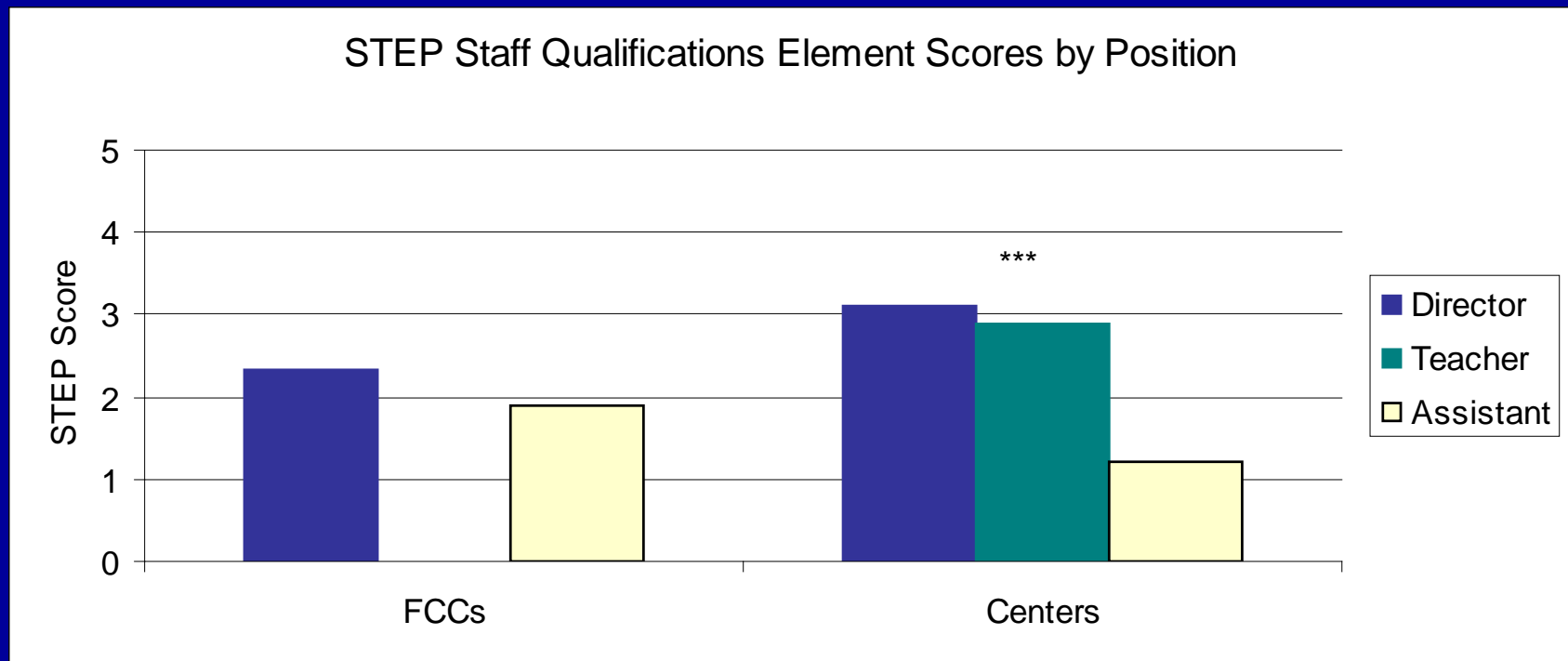
Staff Qualifications Element Score



+ $p \leq .10$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Note: N=116, all differences were calculated using t-tests.

Domain 5 Score Comparison: Assistant Teacher Staff Qualifications



+ $p \leq .10$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

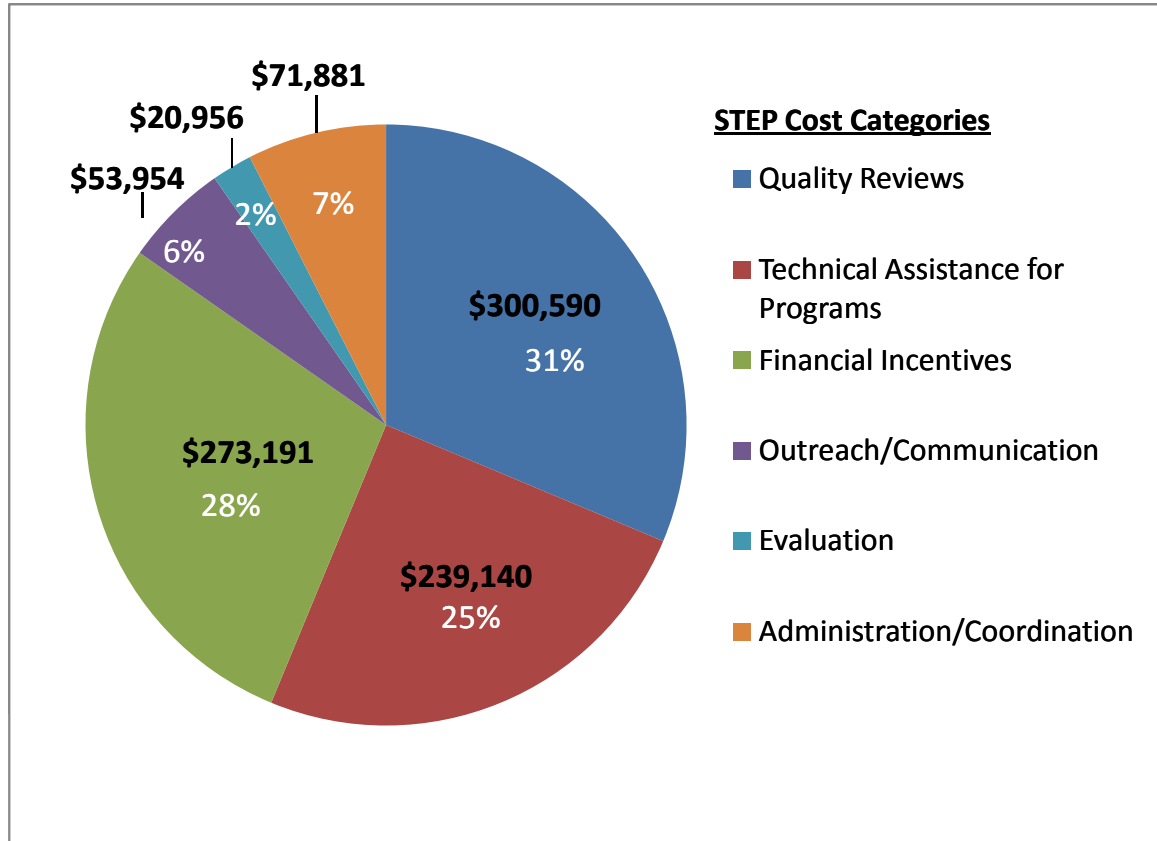
Note: N=116, all differences were calculated using t-tests & ANOVAs.

Concluding thoughts...

- Recognize the strengths of STEP as QRIS system that covers a broad range of quality indicators
- Simultaneously realize that STEP cannot tackle or resolve all issues around quality & its measurement in the child care field

STEP Pilot Average Annual Operational Expenses

Total Average Annual Cost: \$960,000



STEP Accomplishments As of June 30, 2010

- 1). Number of STEP Applicants: 300 +
- 2). Quality Review Site Visits Completed: 166
- 3). Quality Improvement Grants Awarded: 180
 - Grant Total: \$850,000
- 4). Quality Improvement Trainings Implemented: 185
 - Number of Trainings Participants: 2,600
- 5). Developed the STEP Child Care Quality Rating Guide
- 6). Received NACo Achievement Award (2010)
- 7). Developed Critical Partnerships

▪ CCLD	▪ LAUSD	▪ California Community Foundation
▪ R&Rs (Outreach/Coaching)	▪ DCFS	▪ Bureau of Jewish Education
▪ EDSI (F5LA Project)	▪ CDE/CDD	▪ UCLA ECE Program



California Budget Alert **Babies Put At Risk by California's Current Budget Crisis**

Essential programs that assure that California's babies will grow up healthy and ready for school are threatened in the current budget crisis. The Administration has proposed cuts that will dismantle the vital state "safety net" for poor children and their families as well as child care and other supports that keep low-income families working. State policymakers face difficult choices -- whether to decimate the safety net of programs protecting California's most vulnerable children and families, or to stand in support of the youngest and most vulnerable Californians -- infants and toddlers under the age of three years.

Early experiences matter. The first years of life are a period of extraordinary physical, cognitive, and emotional growth and learning. By age 3, roughly 85% of the brain's core structures are formed, and most toddlers have already mastered rudimentary language, can solve simple problems, and engage socially with family members and friends. In fact, the achievement gap begins to show as early as 18 months of age in vocabulary differences between children who have high vs. low exposure to a rich language environment.ⁱ One-third of California's 1.6 million infants and toddlers face serious risks that compromise their development and school readiness: living in poverty, growing up in a linguistically isolated family, parents unemployed or having less than high school education.ⁱⁱ These challenges are associated with poor school performance, high school drop-out, juvenile delinquency, and other problems.ⁱⁱⁱ Ultimately the public pays for these social ills.

California's infants and toddlers deserve the supports that ensure healthy development and provide important early experiences that build school readiness.^{iv}

- High quality child care and early learning experiences for infants and toddlers while parents are at work
- Opportunities to identify children with special learning needs and help them get ready for school
- Health insurance and access to preventive health care
- Family economic stability, basic food and housing security

In the coming months the Governor and legislators will make decisions on the following budget proposals that directly impact infants and toddlers:

- ⇒ Reduce or eliminate cash grants to children and families at the poverty level
- ⇒ Cut or eliminate funding for the types of child care most frequently used by poor families with infants and toddlers, leaving working poor families without this vital resource
- ⇒ Extend the cuts made last year that reduced services to over 35,000 infants and toddlers with developmental challenges, putting their future development and school readiness at risk
- ⇒ Cut or eliminate funding for child care quality improvement efforts that ensure that early learning programs will help infants and toddlers gain the skills necessary for school readiness

If we want to ensure the future of California's youngest children, we need to:

- ✓ *Protect child care and safety net services for 60,000^v infants and toddlers and their low-income working families so parents can continue to work and their babies will have safe and stable care arrangements.* Research on families that receive child care funded by TANF (the federal funding source for CalWORKs) shows that low-income families that receive child care subsidy and other supports are less likely to return to welfare in the future.^{vi}
- ✓ *Reimburse child care providers at a level that keeps them in business and provides high quality care to infants and toddlers.* With the statewide average annual cost of infant care at \$8,000 to \$11,000,^{vii} many families cannot afford to pay for child care. The current reimbursement level the state provides leaves a huge gap in the budget of most infant care and early learning programs that is forcing many providers of infant-toddler child care out of

business.^{viii} Only 6% of licensed child care spaces serve infants and toddlers under 2 years of age.^{ix} Infants and toddlers represent one-third of the children on the waiting list for publicly subsidized child care, indicating the great need that families have for this support.^x

✓ *Commit to improve the quality of infant-toddler child care.*

Early learning programs have been successful in achieving school readiness when they maintain high quality.^{xi} National studies including California programs have found that the quality of infant- toddler child care is often mediocre to poor.^{xii} Proposed cuts would reduce funding that maintains minimal quality and ensures the safety of infants and toddlers – significantly reducing child care provider training and cutting programs that help parents find early care and education programs.

✓ *Ensure that infants and toddlers who need extra support for school readiness receive it.*

Budget cuts and changes to eligibility rules implemented in 2009 reduced the number of California infants and toddlers enrolled in Early Start services for children at risk of developmental disabilities from 31,315 on April 1, 2009 to 24,868 on April 1, 2010 – a decline of over 20%.^{xiii} Some providers have closed their doors as insurance rules have reduced or eliminated income that supports these services.^{xiv} Families of these babies with special needs have been challenged to understand eligible services and negotiate the web of new insurance requirements. Many families have been faced with new out-of-pocket costs to obtain services for their developmentally delayed infants and toddlers.

✓ *Maintain CalSAFE.*

This program provides supports including child care that help teenage parents finish high school. Studies have found that children of parents who have less than a high school education are at greater risk of poor learning and developmental outcomes.

About this brief: This brief was written by ZERO TO THREE and Children Now and supported in part through funding provided by the Birth to Five Policy Alliance. More information on issues related to policies affecting infants and toddlers can be found at www.zerotothree.org/policy or www.childrennow.org. For more information on this brief, contact Florence Nelson, ZERO TO THREE Western Office, at fnelson@zerotothree.org. 6/18/10

ⁱ Hart, B. & Risley, T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes.

ⁱⁱ Estimate based on figures for children 0-6 years of age from the National Center for Children in Poverty, retrieved May 18, 2010 from http://www.nccp.org/profiles/pdf/profile_early_childhood_CA.pdf

ⁱⁱⁱ Heckman, James J. (2006). " [Skill Formation and the Economics of Investing in Disadvantaged Children](#)," *Science*, 312(5782): 1900-1902.

^{iv} For more information see <http://www.zerotothree.org/policyguide>.

^v Estimated based on sum of 2008 CDE figures cited in presentation by S. Muenchow and J. Anthony, *Infant/Toddler early learning and care needs assessment in California: An overview of preliminary findings*, presentation to CAEL QIS March 2, 2010 (59,713); plus Stage 1 estimate based on Los Angeles County CalWorks Stage 1 figures for May 2010 of 1,505 per LA County Department of Public Social Services personal communication. Muenchow & Anthony presentation available at <http://www.cde.ca.gov/sp/cd/re/documents/airinfanttoddler2.pdf>.

^{vi} Urban Institute (2005). *Assessing the new federalism: Eight years later*. Washington, DC: Urban Institute. Available at http://www.urban.org/UploadedPDF/311198_ANF_EightYearsLater.pdf

^{vii} R&R Network (2007). *2007 Child Care Portfolio*. Available at <http://www.rnnetwork.org/our-research/child-care-portfolio.html>

^{viii} Brinck, I.(2010). Costs of ECE in California. Presentation at Water Cooler meeting, January 28, 2010.

^{ix} R&R Network, (2009). *2009 Child Care Portfolio*. Available at <http://www.rnnetwork.org/our-research/child-care-portfolio.html>

^x Patty Siegel, R&R Network data, personal communication.

^{xi} National Research Council and Institute of Medicine, *ibid*.

^{xii} Helbrun, S. (2005). Cost, quality, and child outcomes in child care centers. Technical report. Denver Department of Economics Center for Research in Economic and Social Policy, University of Colorado at Denver.

^{xiii} Rick Ingraham, *Birth to three, the "big" picture: Early Start Program and Prevention Program*. Presentation at the California Infant Development Association conference, 4/22/10. Declining caseload numbers are in part but not fully attributable to declines in the state birth rate in the last two years.

^{xiv} Robin Millar, Infant Development Association, personal communication.

THE REAUTHORIZATION OF THE TEMPORARY ASSISTANCE FOR NEEDY FAMILIES PROGRAM

Over the last 15 years, our knowledge about early development of the brain has grown exponentially. Scientific discoveries show that a child's first experiences and relationships are significant, that development is cumulative, and that environmental factors can actually alter the developing brain's architecture—with lifelong implications. We have learned from research that warm, responsive, and supportive relationships can buffer a child against adverse experiences such as persistent poverty, stress, poor health, malnutrition, family and community violence, and substance use and abuse. These discoveries can and do have a profound effect on the way federal and state policymakers are addressing the needs of families with young children in their states and communities. Now, as Congress considers reauthorization of the Temporary Assistance for Needy Families (TANF) program, our knowledge about early childhood and brain development can chart a new course for young children and their families who are in poverty.

Programs and policies targeted to families in poverty have the potential to not only raise families out of poverty but also effect lasting change on the developmental trajectory of a young child. With TANF scheduled to be reauthorized this year, we have the opportunity to refocus the lens through which we view policies and improvements in the program and place greater emphasis on healthy development and better, longer lasting outcomes for both parents *and* children. Policymakers should continue to take note that recent revelations of scientific and economic research point to one conclusion: investments in early childhood are the best interventions for reducing poverty. This new evidence supports a two-pronged approach to breaking the cycle of intergenerational poverty: fostering healthy child development while ensuring that parents have access to stable and skilled employment and training opportunities.

What is TANF?

When Congress passed welfare reform legislation in 1996 (the Personal Responsibility and Work Opportunity Reconciliation Act, Public Law 104-193), Temporary Assistance to Needy Families (TANF) replaced existing welfare programs, then known as Aid to Families with Dependent Children, the Job Opportunities and Basic Skills Training program, and the Emergency Assistance program. The law ended federal entitlement to assistance and instead created TANF as a \$16.5 billion block grant to states. In fiscal year 2006, combined federal and state expenditures for TANF totaled \$25.6 billion. States can use these expenditures to do the following:

- Provide direct cash assistance, the largest category of TANF spending at 35% or \$10.5 billion a year in fiscal year 2006.¹
- Provide child care either directly or through transfers to the Child Care and



Development Fund (CCDF). TANF and Maintenance of Effort expenditures totaled \$3.5 billion, and transfers to CCDF totaled \$1.9 billion in fiscal year 2006.²

- Support various child welfare programs through the Social Services Block Grant, which accounted for 20% of all federal child welfare funding in fiscal year 2006.³



Policy Recommendations

1. **Adjust TANF funding at the federal and state levels to reflect inflation and meet the needs of today's families.**

Current TANF cash benefits are negligible because of inflation, low contributions by states,⁴ and low income eligibility thresholds⁵—making it very difficult to lift recipients out of poverty.⁶ The levels for TANF block grants and state Maintenance of Effort were set in 1996. As a result, the values of the federal block grant and state expenditures have decreased by 27% and 45% respectively.⁷ Cash benefits vary widely by state and are inadequate in every state. In July 2006, the TANF benefit for a family of three was less than half the federal poverty level in all but three states, and the combined TANF and food stamp benefit was less than 69% of the federal poverty level in every state.⁸

2. **Require states to exempt single parents caring for a child under the age of 1 from TANF work requirements and time limits, and provide states with incentives to promote better parenting skills and workforce preparation.**

In 2006, two-thirds of TANF families with adult recipients had children under the age of 6, and almost one in five had a child under the age of 1.⁹ Infants and toddlers, particularly those at risk, need dedicated time with their parents to form the critical relationships that are the foundation for healthy social, emotional, and cognitive development. Excessive mandatory work requirements for low-income parents who receive TANF benefits make dedicated time with their very young children virtually impossible. Under current law, states have the option to exempt single parents caring for a child under the age of 1 from these work requirements. However, only half of states choose to do so. Given what we know about the importance of the early years, Congress should *require* all states to exempt single parents caring for a child under the age of 1. This would give a parent the option of staying home to spend more time with his or her child, working full- or part-time depending on the needs of the baby, or participating in intervention programs that target both child and family. States should also be allowed to receive full or partial credit in meeting their work participation rates for parents of infants enrolled in research-based parenting classes, life skills management classes, or other early interventions designed for parent and baby and offered as supports for TANF parents during this first year. This provision should also apply to guardians, kinship care providers, and caregivers of children in the child welfare system, as well as child-only cases where the adult caregiver is work eligible.

FAST FACTS

- **44%** of children under the age of 3 in the U.S. live in low-income families, and **22%** of all infants and toddlers live in poverty.¹⁰

- Between 2000 and 2008, the number of infants and toddlers living in low-income families increased from 4.9 million to **5.6 million**.¹¹

- **Two-thirds** of TANF families with adult recipients have a child younger than age 6, and more than **one-third** have a child under the age of 2.¹²

- **45%** of TANF cases—about **873,000** families—in fiscal year 2006 were child-only cases,¹³ meaning that the child was the only person in the household receiving TANF benefits. Almost 40% of these cases included a child under age 6, and **14%** included a child under the age of 2.¹⁴



3. Increase access to high-quality early care and learning experiences for at-risk children in TANF and other low-income families. Although significant amounts of federal TANF funds are used for child care, these funds are not adequate to obtain, and indeed are rarely focused on providing, the types of comprehensive, high-quality early care and learning experiences that can help improve long-term developmental outcomes for at-risk children. In FY 2008, \$1.7 billion in federal TANF funds were spent directly on child care for TANF families and \$1.6 billion was transferred to CCDBG to support child care for low-income working families.¹⁵ However, pursuing the dual goals of parental employment and of ensuring the healthy development of infants and toddlers in TANF and other very low-income families requires an increased investment in high-quality early care and learning programs and an explicit focus on connecting children and families with the right services. Reliable, high-quality child care not only enables parents to join the workforce secure in the knowledge that their child is safe from harm, it also ensures that the child is growing and learning in a nurturing, developmentally appropriate setting. States should be encouraged to invest in and promote access for at-risk infants and toddlers to model programs that provide high-quality, comprehensive services to families, such as Early Head Start or center or home-based child care providers operating at the highest levels of a state's rating system. Increased funding could also support wraparound care, which extends the duration of care to match a working family's needs. States should be granted additional flexibility to blend funding for subsidized child care, pre-kindergarten, Head Start, and Early Head Start to provide the needed duration of high-quality care.¹⁶ A focus on raising the quality of child care and early learning is particularly critical to the success of the TANF program because of the changing composition of welfare recipients. In FY 2006, 45% of TANF recipients were child-only cases, and, in almost 40% of those cases, the youngest child was under age 6.¹⁷

4. Allow parents transitioning off TANF to have a grace period before benefits are eliminated to ensure that continuity of child care is maintained. An important aspect of child care quality, especially for infants and toddlers, is continuity of care. The formation of a trusting, secure relationship with a nurturing adult caregiver is essential to the healthy social and emotional development of infants and toddlers. An important step toward ensuring that infants and toddlers are in stable care settings is to create a seamless system for transitioning between TANF child care and child care subsidies. If there are long waiting lists for child care subsidies, a family transitioning off TANF runs the risk of losing its child care. This punishes families for leaving TANF and creates a barrier to parental employment. To avoid loss of child care, the federal government should minimize the requirements that parents or primary caregivers must meet to keep child care subsidies while transitioning off TANF. The onset of child care copayments should be delayed for a short period of time. And parents should receive assistance to retain subsidies through periods of job loss. Current CCDF law allows states and territories the option of granting priority for receiving child care subsidies to families currently receiving TANF or transitioning off TANF, but few states exercise this option. Only 37 states and territories guarantee subsidy eligibility for families receiving TANF assistance.¹⁸ Only 26 states and territories guarantee subsidy eligibility for families transitioning off TANF.¹⁹ Efforts to promote child care continuity for TANF families, especially in the face of extensive waiting lists for subsidized care, must be considered in the context of child care funding for low-income working families as a whole, which is inadequate to meet the need. Without increased resources for child care overall, program administrators must continue to make difficult choices about which families to serve.

5. Expand access to treatment for mental health, substance abuse, and domestic violence for parents receiving TANF. The most common barrier to employment for single-parent cash welfare recipients is mental health issues (30% of all recipients).²⁰ Life skills training, substance abuse treatment, mental health treatment, and rehabilitation activities are included under "creditable TANF work activities." Unfortunately, individuals may only participate in these activities for 6 weeks (12 weeks in certain cases) per fiscal year. Research shows that, to cope



with mental health and substance abuse challenges, programs need sufficient time to understand the underlying causes of these challenges and provide individuals with the best mechanisms for handling them. Rushing through a treatment program to meet a federal time-limited mandate is unrealistic and can result in recurrence of the issues that prevent the parent from effectively parenting and maintaining stable and skilled employment. The Department of Health and Human Services should award competitive grants to states, territories, Indian Tribes, and public and nonprofit community organizations to conduct research, implement demonstration projects, and provide technical assistance to support initiatives providing treatment to TANF families.

6.

Create challenge grants to incentivize or support existing formal interagency partnerships involving local, state, and federal agencies.

A study funded by the Department of Health and Human Services revealed that interagency partnerships would promote efficient use of resources and stability of child care while reducing loss of child care for families transitioning off TANF.²¹ Currently, only 12 states report formal coordination between their CCDF lead agency and TANF lead agency.²² Thirty states use different CCDF and TANF application processes.²³ State Advisory Councils on Early Childhood Education and Care should be used to facilitate partnerships among TANF agencies, child care agencies, child care resource and referral agencies, the Head Start State Collaboration Office, and child welfare agencies. Such collaboration could ease the application process for families, minimize duplicative paperwork for agency staff, and enable blending of funds across Early Head Start, child care, and state pre-K programs to provide full-day, full-year child care with comprehensive services (including access to health services). Joint training for staff on family-centered practices would maximize resources and facilitate a learning community among professionals serving TANF families. Collaboration among agencies could also foster the design of family support services to meet TANF work requirements and Early Head Start standards—and help families on a path to self-sufficiency. Finally, such a collaboration would enable the ongoing evaluation and feedback loops necessary to ensure services are meeting the needs of families while satisfying program requirements.

7.

Create data collection and research requirements to inform future TANF reauthorizations.

Current state reporting requirements for TANF noncash assistance expenditures do not allow comprehensive and systemic evaluation at the federal level. There are information gaps on numbers served and on how states are using funds to meet TANF goals. And wide variations in how states are collecting these data make it difficult to gather national-level information. Policymakers should create specific data requirements for TANF dollars spent on noncash assistance services, disaggregated by age, race, family income, and type of service. Because children are a large portion of those served by TANF and the majority of families receiving TANF benefits include infants and toddlers, research should be conducted to examine the impact of the TANF program and its work requirements on the well-being of infants and toddlers. Such concrete data on how TANF funds are being spent and the effect they are having on recipients can better inform policy decisions about the future of the program.

An important step toward ensuring that infants and toddlers are in stable child care settings is to create a seamless system for transitioning between TANF child care and child care subsidies.



Research

Early experiences are critically important for at-risk infants and toddlers. The early years create an important foundation for later school and life success. These years may be even more critical for young children in poverty—one of the most consistent findings of developmental science is the association between economic hardship and compromised child development.²⁴ The malleability of young children's development and the overwhelming importance of the family context (rather than school or peer) suggest that the family's economic condition in early childhood may be far more important for shaping children's ability, behavior, and achievement than conditions later in childhood.²⁵ Lower income infants and toddlers are at greater risk than middle- or high-income infants and toddlers for a variety of poorer outcomes and vulnerabilities, such as later school failure, learning disabilities, behavior problems, mental retardation, developmental delay, and health impairments.²⁶

Toxic stress permanently impacts the brain. The scientific community makes explicit the connection between poverty and negative effects on infant development. The developing brain is vulnerable to environmental influences in ways that are long lasting and affect not only the number of brain cells and connections but also the way connections are wired. Poverty often leads to the presence of multiple risk factors, such as prenatal exposure to harmful substances, unsafe environments, low-quality child care, unresponsive caregiving, or inadequate access to ample nutritious food and regular health care. In combination, these risk factors can overwhelm an infant's coping mechanisms.²⁷ The enduring effects of early deprivation on children's cognitive development highlight the importance of intervening early during sensitive periods of brain development to avert potentially long-term damage.²⁸

Early attachments can serve as a buffer against risk factors for infants and toddlers.

Early relationships are especially important for lower income infants and toddlers, because early attachments can help serve as a buffer against the multiple risk factors they may face. Early attachments are critical for infants and toddlers because a positive early relationship, especially with a parent, reduces a young child's fear of novel or challenging situations—enabling her to explore with confidence, manage stress, and strengthen her sense of competence and efficacy.²⁹ Early attachments also set the stage for other relationships, foster the exploratory behavior that is critical for early learning, and play an important role in shaping a young child's ability to react to stressful situations.³⁰

Duration and compensation of parental work affect very young children. Long hours of maternal employment in the child's first year can have a negative effect on infant development if they impede the mother's ability to parent, fail to provide adequate resources, or leave poor-quality child care as the only alternative.³³ Service jobs—often entailing very low wages, few benefits, and nontraditional work hours—

The Heckman Equation

University of Chicago Economics Professor and Nobel Laureate James Heckman created a simple equation to illuminate “a new way of looking at the full picture of the development of human potential.”³¹

INVEST in educational and developmental resources for disadvantaged families to provide equal access to successful early human development.

+

DEVELOP cognitive skills, social skills and physical well-being in children early—from birth to age five when it matters most.

+

SUSTAIN early development with effective education through adulthood.

=

GAIN more capable, productive and valuable citizens that pay dividends to America for generations to come.³²

As this equation demonstrates, when public policies like TANF shift their focus to support early and high-quality child development, we create opportunities for all of us to benefit and succeed.



are disproportionately filled by women who are mothers, poor, and have low levels of education. Many entered the labor force as a result of welfare reform and federal work requirements.³⁴ Research also shows that children from poor and stressed homes who are likely to benefit the most from high-quality child care are unlikely to receive it; instead, they receive some of the poorest quality care available in communities across the United States.³⁵ And poor-quality child care for at-risk children may lead to poorer developmental outcomes.³⁶

High-quality early intervention programs benefit both children and parents. Although some high-quality early intervention programs target the needs of children and parents living in poverty, parents receiving TANF are often unable to participate in them because of mandated federal work requirements. Early intervention programs set the stage not only for the child's later school readiness and success but also for the parent's road to self-sufficiency. Research from the National Evaluation of Early Head Start indicates that Early Head Start significantly facilitated parents' progress toward self-sufficiency.³⁷ Although there were no significant increases in income, there was increased parental participation in education and job training activities.³⁸ The study also found that Early Head Start parents were more involved with their children and provided more support for learning.³⁹ For example, Early Head Start parents were observed to be more emotionally supportive of and less detached from their children than control group parents. They also provided significantly more support for their child's language and learning than control group parents.⁴⁰

Author: Cara Sklar, Federal Policy Analyst, April 2010

About Us

The ZERO TO THREE Policy Center is a nonpartisan, research-based resource for federal and state policymakers and advocates on the unique developmental needs of infants and toddlers. To learn more about this topic or about the ZERO TO THREE Policy Center, please visit our website at www.zerotothree.org/policy.



National Center for Infants, Toddlers, and Families

1 U.S. House of Representatives, Committee on Ways and Means, *The 2008 Green Book: Background Material and Data on Programs Within the Jurisdiction of the Committee on Ways and Means*, 2008, <http://waysandmeans.house.gov/media/pdf/110/tanf.pdf>.

2 Ibid.

3 Child Welfare League of America, Letter to the Office of Family Assistance Regarding the Temporary Assistance for Needy Families Interim Final Rule, Washington, DC, August 25, 2006.

4 By law, state maintenance-of-effort requirements are only 75–80% of what was spent in state funds for TANF predecessor programs in FY 1994.

5 In all states, the maximum income for a family of three to be eligible for TANF cash assistance is less than the official federal poverty level. In 26 states, a family must have less than half of poverty-level income to be eligible for TANF cash assistance.

6 Committee on Ways and Means, *The 2008 Green Book*.

7 Liz Schott, "An Introduction to TANF," Center on Budget and Policy Priorities, May 19, 2009, <http://www.cbpp.org>.

8 Committee on Ways and Means, *The Green Book*. For example, in Mississippi the monthly benefit is \$170, which translates to an income at 12% of the poverty level; \$424 in New Jersey, 31% of the poverty level; and \$723 in California, 52% of the poverty level.

9 Committee on Ways and Means, *The 2008 Green Book*.

10 The federal poverty level in 2009 was \$22,050 for a family of four; \$18,310 for a family of three, and \$14,570 for a family of two. On average, families need about twice the federal poverty level to meet basic needs. Families with incomes below the level required to meet basic needs are referred to as low-income. Vanessa Wight and Michelle Chau, *Basic Facts About Low-income Children*, 2008: *Children Under Age 3*. New York: National Center for Children in Poverty at Mailman School of Public Health, Columbia University, 2009.

11 Wight and Chau, *Basic Facts About Low-income Children*, 2008.

12 ZERO TO THREE staff calculations using data from Committee on Ways and Means, *The 2008 Green Book*: The calculated percentage for children under age 2 is 35%.

13 A variety of circumstances result in child-only cases. In some cases, the child is not living with a parent, but with a relative who

chooses not to be included in the assistance group or whose income and assets preclude him or her from receiving cash assistance. In other situations, the child is living with a parent, but the parent is a Supplemental Security Income recipient, a nonqualified alien, a sanctioned adult, or otherwise excluded.

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16 Jane Knitzer and Nancy Cauthen, *Enhancing the Well-Being of Young Children and Families in the Context of Welfare Reform: Lessons from Early Childhood, TANF, and Family Support Programs*. Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, 1999.

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19 Ibid.

20 Committee on Ways and Means, *The 2008 Green Book*.

21 Knitzer and Cauthen, *Enhancing the Well-Being of Young Children and Families in the Context of Welfare Reform*; Pamela Holcomb, Gina Adams, Kathleen Snyder, Robin Koralek, Karin Martinson, Sara Bernstein, and Jeffrey Capizzano, *Child Care Subsidies and TANF: A Synthesis of Three Studies on Systems, Policies, and Parents*. Urban Institute, 2006, www.acf.hhs.gov/programs/ofa/data-reports/annualreport8/chapter13/chap13.htm.

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24 National Research Council and Institute of Medicine, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Jack Shonkoff and Deborah A. Phillips, eds. Washington, DC: National Academy Press, 2000.

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28 Charles A. Nelson, III, Charles H. Zeanah, Nathan A. Fox, Peter J. Marshall, Anna T. Smyke, and Donald Guthrie, "Cognitive Recovery in Socially Deprived Young Children: The Bucharest Early Intervention Project." *Science* 318, no. 5858 (2007): 1937–1940.

29 National Research Council and Institute of Medicine, *From Neurons to Neighborhoods*.

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40 Ibid.

MAKING ENDS MEET: How Much Does It Cost To Raise a Family in California?

June 2010

A Publication of the California Budget Project

*Monthly expenses for families in Los Angeles County are attached.
The full report is available online.*

California Budget Project

The CBP was founded in 1994 to provide Californians with a source of timely, objective, and accessible expertise on state fiscal and economic policy issues. The CBP engages in independent fiscal and policy analysis and public education with the goal of improving public policies affecting the economic and social well-being of low- and middle-income Californians. Support for the CBP comes from foundation grants, publications, and individual contributions.
California Budget

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LOS ANGELES COUNTY

	<u>Basic Family Wage*</u>
Single Adult	\$14.17
Single Parent Family	\$31.02
Two Parent Family (One Working)	\$25.97
Two Working Parent Family	\$18.06

Expenses Per Month and as a Percentage of Income

	<u>Single Adult</u>	<u>Single Parent Family</u>	<u>Two Parent Family (One Working)</u>	<u>Two Working Parent Family</u>
Housing/Utilities	\$904 36.8%	\$1,361 25.3%	\$1,361 30.2%	\$1,361 21.7%
Child Care	\$0 0.0%	\$1,110 20.6%	\$0 0.0%	\$1,110 17.7%
Transportation	\$344 14.0%	\$344 6.4%	\$344 7.6%	\$599 9.6%
Food	\$274 11.2%	\$589 11.0%	\$814 18.1%	\$814 13.0%
Health Care	\$283 11.5%	\$758 14.1%	\$1,007 22.4%	\$1,007 16.1%
Miscellaneous	\$208 8.5%	\$442 8.2%	\$479 10.6%	\$479 7.7%
Taxes	\$443 18.0%	\$773 14.4%	\$496 11.0%	\$890 14.2%
MONTHLY TOTAL	\$2,456	\$5,377	\$4,501	\$6,259
ANNUAL TOTAL	\$29,470	\$64,520	\$54,016	\$75,114

* Hourly. Assumes 40 hours per week, 52 weeks per year of work. Two working parent wage is the hourly wage for each parent working full-time.
Note: Numbers and percentages may not sum due to rounding.